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REPORT

OF

HER MAJESTY'S COMMISSIONERS

APPOINTED TO INQUIRE INTO

THE

REVENUES AND MANAGEMENT OF CERTAIN COLLEGES AND SCHOOLS,

AND THE

STUDIES PURSUED AND INSTRUCTION GIVEN THEREIN;

WITH

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AN APPENDIX AND EVIDENCE.

VOL. IV.

EVIDENCE, PART 2.

Presented to both Houses of Parliament by Command of Her Majesty.

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MINUTES OF EVIDENCE.

CHARTERHOUSE.

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Monday, 16th June 1862.

PRESENT:

Earl of Devon.	H. Halford Vaughan, Esq.
Lord Lyttelton.	The Rev. W. H. Thompson.

The Earl of Devon in the Chair.

The Rev. Richard Elwyn, M.A., examined.

1. (*Lord Devon.*) The course Lord Clarendon has generally pursued is to go *seriatim* through the answers already given by gentlemen to the queries which are issued, in case any further questions suggest themselves to any member of the Commission, or it is the wish of any gentleman to add anything to his former replies. In the answer to query 10 at page 11, you refer to the stipends of four members of the foundation,—the schoolmaster, the usher or second master, the master, and the preacher?—I do.

2. And you give certain sums, which, under the first order, were fixed as their stipends; you then proceed to speak of the present income?—Yes.

3. You say, for instance, that the schoolmaster is at present receiving from the foundation a salary eight times as much as that which was fixed by the first order of the Governors; was that increase made at one time or at different times?—At different times. The last increase in the schoolmaster's salary was in the year 1805.

4. That would refer to the master's own stipend and that of the preacher and usher?—The salaries of the master and preacher have been increased since 1805; but no increase has been made since that year in the salaries of the schoolmaster and usher.

5. The Governors provide houses, it appears, keep them in repair, and you do not pay the rates?—We do not pay rates.

6. (*Lord Lyttelton.*) You pay nothing?—We pay nothing except income tax.

7. [illegible] you mean the house tax?—There is a house tax as an income tax. The income tax on the house we pay, but the house tax the Governors pay.

8. (*Lord Devon.*) Have you any allowance for coals?—There is an allowance for coals of 4*l.* a year. The [illegible] and allowances of the schoolmaster are [illegible] 8*d.*

9. [illegible]s of the assistant masters referred to in [illegible] have we seen them?—I pointed out the [illegible]s as we were going up towards the bed- [illegible] are the two assistant masters' rooms [illegible] my answer.

10. [illegible] also provide, I see, a dinner in the hall?

11. [illegible] masters dine there generally?—The [illegible]asters do. I dine there myself perhaps twice [illegible]

12. (*Mr. Thompson.*) At what time is this dinner?—Half-past five. There is service in the chapel [illegible] and that always leads to the breaking up of the party, except on special days, when the chapel service precedes the dinner.

13. Do the masters occasionally dine there?—The junior masters, except in the summer quarter, almost always do.

14. Except the married ones?—Yes; there is no accommodation here for married masters, except in the case of the schoolmaster and usher.

15. (*Lord Devon.*) Is there such a dinner as you would have at a college table, at Oxford or Cambridge?—Quite so; it depends on the size of the party.

16. (*Mr. Thompson.*) Is there any stint of wine?—No. It is the Master's table; we are considered as his guests.

17. (*Lord Devon.*) Does he occasionally dine there?—Yes. The medical officer, the registrar, and Mr. Hullah, when he comes to play, also dine in the hall.

18. (*Mr. Thompson.*) I think you say Mr. Hullah comes twice a week?—Yes.

19. And Mr. Poynder?—He dines occasionally.

20. That dinner is provided free?—Yes.

21. (*Lord Devon.*) In the same answer you say that the number of resident masters is six?—Yes.

22. (*Mr. Vaughan.*) You say that within a century you think, that the Head Master's allowance has been increased?—Yes. The last increase was in 1805.

23. Do you know that within that time other officers' allowances have been increased?—I do. I believe that the salaries of all the officers except the schoolmaster and usher have been increased since that time.

24. How many rooms are provided for each assistant master?—A sitting room and a bed room.

25. (*Lord Devon.*) The income of the Head Master arises from the 240*l.* a year, which he receives from the foundation, and the profit, whatever it may be, which he makes on the boarders?—Yes, and on the day boys. As to the day boys, I have stated in my written answers that he receives 7*l.* 6*s.* a year for each; the whole charge to a day boy is 18*l.* 18*s.* a year. Of course there are hardly any expenses, except providing the keeping of the house in repair, and for a servant to attend and open the door, and the profits are divided in the proportion I have mentioned,—the Head Master 7*l.* 6*s.*, the second master [illegible] three assistant masters 4*l.* 10*s.*, that [illegible] and the difference between that [illegible] accounted for, by what I have [illegible] the room, and for the servant to [illegible] it clean, and for any repairs that

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26. You are speaking of two small rooms in which the day boys were?—Yes.

27. There is some alteration to be made there, is there not?—The roof is to be raised. The Governors are, I believe, intending to do that at their own expense, and the windows are to be turned towards the playground, so as to bring the boys more into connexion with the rest of the school.

28. Has the number of day boys increased or otherwise within the last five years?—It has hardly varied at all.

29. How is it as compared with the time when you yourself were here?—A little smaller. Considering the school was larger in numbers when I was here, the proportion is almost the same; there are about 35 day boys.

30. Of what class, ordinarily speaking, are they?—They are generally sons of clergymen, medical men, lawyers and professional men.

31. Have you any sons of tradesmen?—We occasionally do. There is nothing to exclude them from the school; but the fact of its being known that we are principally a boarding school for gentlemen's sons, is a check on that class of boys coming.

32. Does it rest with the master or with the Governors to admit the boys?—With the schoolmaster.

33. You exercise your discretion?—Yes; if a boy were brought at the age of 14, and I found that he knew nothing, I should decline to take him.

34. Are you speaking of day boys?—Day boys and boarders too.

35. Practically do the day boys take part in cricket and other amusements?—There has been a great alteration since the time when I was a boy. There was then a kind of feeling against day boys; that feeling has been dying out, and for the last few years there has not unfrequently been a day boy in the cricket eleven. They mix more in their amusements, but at the same time as the day boys are only here during the daytime, they do not amalgamate so much as those who are boarders.

36. Do you think that indisposition to amalgamate resulted from a feeling on the part of the boarders, that the others are socially inferior?—Partly from such a feeling in certain cases; but principally from the fact that there are not the same opportunities for friendly intercourse.

37. (*Mr. Thompson.*) Do you think that feeling has worn off?—I think that it has in a great degree.

38. (*Lord Devon.*) As a matter of policy with regard to the interests of the school, do you think it desirable to encourage any increase in the number of day boys?—I do not think it would be desirable to have very many day boys here, for this reason, that with the foundationers and the boarders the boarding system must be the main system of our school, and if you enlarge the number of the day boys very much in this neighbourhood, we should probably be overrun with tradesmen's sons, and it would throw back the feeling, which at present has taken the other turn. I think the distinction would be more marked between them, because our neighbourhood here is essentially a tradesman's neighbourhood. We have boys who come from great distances, on the very idea that it is a gentleman's school. The great difference between Charterhouse and St. Paul's and Merchant Taylor's school is, that those schools are entirely day boys' schools, and a nomination is required to get a boy into them.

39. You think it very important for the interests of the school that you should have full discretion as to regulating the numbers of day boys, and that you should exercise it so as to keep them below a certain proportion?—I think so. I consider that the foundation scholars being resident, it is most desirable that boarders should form the main element of the school, [illegible] been the case.

[illegible]*mpson.*) There is no ill feeling [illegible] and the gown boys, is there?—[illegible]is no difference between them. [illegible]k down with contempt on the [illegible]ng, the gown boys here are the higher of the two from their very often having a connexion with the Governors who nominate them. To be head monitor in gown boys, I believe, is thought a higher honour than to be head of the school. The head of the school may be either a day boy or a boarder, as well as a gown boy, and in many cases he is a day boy.

42. (*Lord Devon.*) Whatever privileges and powers belong to the head of the school, have they been as fully and fairly exercised, and with as general a consent on the part of the school, by a day boy as by anybody else?—Yes; I can remember in my time, two or three day boys being in succession heads of the school.

43. They have not, of course, the opportunity of being invested as completely as other boys with the responsibilities and duties of monitors?—Not to the same extent; but there are monitors and upper[illegible] among the day boys, so as to make the discipline among them approximate as near as possible to that which exists in the rest of the school.

44. In that respect it is a sort of branch school; they have monitors of their own?—Yes, there was one of the boys sitting in the room when you went in, who was the monitor there.

45. (*Mr. Vaughan.*) Have the monitors of the other parts of the school any authority over them?—Not directly.

46. And *vice versâ*?—If there was any disturbance among the day boys, I should at once send for the monitor of day boys, and request him to find out who had taken part in it.

47. Are there a sufficient number of day boys kept up to give you monitors of good age and ability?—Yes; the head day boy at the present time gained the sixth form prize in the recent examination.

48. Do you limit the number of monitors in day boys?—I should entirely be regulated by the number of day boys. My rule is to have two, so that if one is away the other would be there.

49. Would you always make them from the two highest in the school?—If the highest in the school was a very young boy, I might select another boy.

50. What has your general rule been?—To take them in the order in which they stand in the school, but every now and then I should depart from that rule.

51. Would the feeling of the school make it rather difficult for a physically weak boy to keep order?—I think it did, to a certain extent, in my time.

52. Do you think so now?—I do not.

53. You think intellectual attainment has rather gained since then?—I think so, certainly. I observe it in indirect ways.

54. (*Lord Devon.*) What number was in the school when you were here?—The highest was 180,—that was at the time I left. I have set out numbers in my answers.

55. I observe the fluctuations have been [illegible] remarkable?—Yes.

56. (*Mr. Vaughan.*) What regulations [illegible] make with regard to day boys who have to c[illegible] such a distance as Hampstead?—The ti[illegible] boys to be present is half-past 9 in the mo[illegible] first school-time for boarders, foundatio[illegible] all day boys who can conveniently atte[illegible] 7 in the summer and a quarter to 8 in t[illegible] no day boy is required to be here un[illegible] school, which begins at half-past 9. H[illegible] anything practically by his absence. [illegible] work in the first school consists of rep[illegible] preparation for the second school, and h[illegible] work at home.

57. How do you gain *that* repetition [illegible] is lost?—It is said by a day boy at the [illegible] the second school.

58. With regard to the evening, can the[illegible] stay in winter to the last lesson?—Yes; o[illegible] lessons end at 4 o'clock both summer and wi[illegible] 4 o'clock every master gives his boys th[illegible] be presented the next morning; the

that work home to do and he has to bring it the next morning.

59. The moment that lesson is over is the boy free to go home?—At 4 o'clock he may go home, but he may stay and take part in a game if he wishes to do so.

60. (*Mr. Thompson.*) Are they at liberty to go to the play-ground?—Yes.

61. He cannot dine at any place?—Some of our day boys live in Charterhouse Square, and others at no great distance. These go home between 12 and 2 for lunch or dinner. Some dine with a clergyman in the square, and others go to some place to procure lunch.

62. (*Mr. Vaughan.*) Does your permission to such boys to leave in the day-time depend on what you know of their domestic arrangements? And if so, what check have you on them as to their actually going home to dinner or luncheon in the middle of the day?—A day boy is permitted to go out once between 12 and 2 for the purpose of procuring lunch or dinner; but I cannot of course be perfectly sure that he actually partakes of lunch or dinner during that time.

63. (*Lord Devon.*) Do I understand correctly that some of the day boys dine in your house?—Not in my house. Since my written answers were sent in a change has taken place. When those answers were made the reader was also a master in the school, and during the last few years, in the case of a parent desiring his son to dine in the middle of the day, he used to take him. I was desirous that that should be continued, and represented my wishes to the Governors. They have appointed a new reader, who is averse to such an arrangement, and, consequently, I was deprived of what had been to me a very valuable aid.

64. Does it seem to you that it would be an advantage if some arrangement was made by which day boys coming from a distance might dine?—Yes, if it could be done. There is a clergyman in the square who takes boys from St. Paul's and Merchant Taylors', and I have arranged with him to take those boys whose parents desire it, and give them a dinner at one o'clock, with his family.

65. (*Mr. Thompson.*) I think some allusion has been made to the numbers. At page 12, the last two lines, you will see it is 123, and only three masters, that ought to be six, I presume?—I have it six in my copy. It must be a misprint in the amended copy.

66. (*Lord Lyttelton.*) All the boys who go home must necessarily do some work at night at home?—Yes.

67. Can you say about what average time a boy will have to spend on his lesson in the evening?—It very much depends on the boy himself, and on the form in which he is.

68. Take a boy in the upper part of the school?—I should think it would occupy him at least a couple of hours.

69. (*Mr. Vaughan.*) With regard to the possible arrangement that has been mentioned, for a day boy's dining here. Do you think that the obstacle to that is, that the parents prefer furnishing them with their dinner at home, to paying for their dinner, or is the difficulty with yourselves?—At present we have no place here, being limited in room, where we could provide a dinner for day boys. The day boys' room is very small; we must have some increase of accommodation, if there is to be dinner provided for them within the premises.

70. Have the parents ever applied at all for such an arrangement?—Whenever a parent expressed a wish that a boy should dine in the middle of the day, the late reader was always willing to take such boy. A gentleman has been now appointed reader who has no connexion with the school, and does not wish to continue that arrangement.

71. That is a source of disappointment to you?—It was at first; but I have now made the arrangement to which I refer, and which in some degree meets the difficulty.

72. And to the parents?—Yes.

73. (*Lord Devon.*) When I was at Westminster, the system was this with regard to day boys:—There were two classes, one called home boarders, and the others half boarders. The half boarders were those who had all their meals in the boarding house, and they were associated in the same dining room with the other boys; the consequence was that there was much more intimacy with that class of non-boarders than with the other. Does it occur to you that it would be practicable to introduce any such system here?—My own boarders and those in the usher's house dine together, and as my own house is now full, if an increase also takes place in the usher's house, there will be no room for the day boys; and independently of this reason, I confess that I fear that the introduction of the system would cause difficulties, as we should be obliged to take any day boy who might wish to dine, and the feeling between the boarders and day boys would not, I believe, be improved by such forced connexion.

74. In point of fact have you annually more applications for admission as day boys than you think it desirable to accede to?—Not as regards numbers; but I occasionally decline to admit a boy.

75. Do the applications increase or diminish?—I think that of late they have increased, but to a small extent.

76. Have you ever formed any opinion on this question whether the schools in London on the whole meet adequately the demand for education on the part of professional gentlemen, who would willingly send their sons to day schools, or whether it would be desirable in a public point of view, to increase the day accommodation?—I have very little data on which to go, but I should have thought that with St. Paul's, Merchant Taylor's, and King's College school that want really was met.

77. (*Mr. Thompson.*) Do you think this is at all a favourable site for a day school?—I think it may be a favourable site for a purely day school, but the difference between Charterhouse and the other London schools is this, that there is nothing local in its objects or character, and very few of our boys actually come from London. If you make it a large day school, it seems to me that it would not work well with the foundationers and boys residing on it.

78. With regard to the site do you think it is well placed for the sons of gentlemen and professional men?—It is too far from the West end of the town; but I do not think that it is so unfavourable as one might imagine, if one may argue from Merchant Taylors' and St. Paul's, which are always full, and are at least as far from the West End as we are. Merchant Taylors' is farther, and St. Paul's about the same distance; but those schools, as I have already mentioned, are purely day schools, and all the boys are nominated. I have found the objection sometimes raised that we are a very long way off for boys to come in the morning.

79. Are the approaches to the square favourable?—I do not think there is any harm in them actually. The Smithfield entrance is very disadvantageous to us no doubt, but the approach by Aldersgate-street, and the Post Office is decidedly good, and there is nothing to object to in it. Persons once or twice have told me that they have been rather startled by the approaches to it. I believe the neighbourhood is a harmless one, but it is unfortunate as regards its appearance.

80. (*Lord Devon.*) I observe in looking over the tables you have been kind enough to give us from 1818 to 1861 that the fluctuations in number are most remarkable, the highest being apparently in the year 1825, when the total number of the school was 280, and the lowest in 1836, when it was down to 99?—These fluctuations occurred under the same Head Master.

81. (*Mr. Vaughan.*) Who pays the sum of 110*l.* a year which you stated to be paid to the third assistant master?—That requires explanation. When I wrote this Mr. Dicken was reader, and he was also

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an assistant master in the school. I paid him, as an assistant master, about 110*l.* which came out of my own pocket.

82. Is the assistant master who superintends the foundation scholars, receiving 200*l.* and rooms, not paid anything by boys not on the foundation?—He is paid 40*l.* by the Governors for superintending the foundation scholars, and his other profits are derived from the other part of the school, on the principle stated in my written answers.

83. (*Mr. Thompson.*) Do you find that those salaries are sufficient to induce men of ability to come?—Yes. I have not had much difficulty, but they are smaller no doubt than are now paid at many other schools; and they vary with the numbers of boys in the school.

84. Can you give us any conception of the class of masters; are they the same class as those who would obtain fellowships at Oxford or Cambridge?—Yes, some of them are.

85. Do you find they are of sufficient calibre?—Yes. I have no reason to be dissatisfied at all, but I think in going beyond the area of Charterhouse men I might sometimes have a difficulty.

86. You think the fact of their being Charterhouse men induces them to accept of appointments which perhaps men of equal ability, who are not Charterhouse men, would not accept?—I think that is quite possible with the lower masters especially, because I know what is given to assistant masters at many other schools. I have been here but a short time myself and have had very few masters to engage. I have never found any difficulty in procuring an assistant master, even for the upper part of the school, and to him I pay 200*l.* a year.

87. (*Lord Lyttelton.*) Is that all he receives from all sources?—Yes.

88. (*Mr. Vaughan.*) Are they very young when they come to you?—Some are so certainly; in the upper school I have been in the habit of taking some young man who has recently taken his degree at Oxford or Cambridge.

89. Do you find them leave you soon?—They are not likely to remain long with the salaries which I am able to offer in the present state of the school.

90. (*Mr. Thompson.*) They get better appointments?—Yes. For instance, my last assistant master in the upper school has gone to be tutor at Christ Church.

91. (*Lord Lyttelton.*) Does the statement at the top of page 12 include everything?—When I say that the assistant master of the upper school receives 200*l.* without rooms, I mean that that is everything he receives, and he has to pay for his rooms.

92. The next master has 200*l.* a year, with rooms?—Yes, including the sums received from private pupils.

93. They have nothing else; no commons except their dinner?—That is all they get.

94. (*Mr. Thompson.*) The majority of them probably hold fellowships?—The majority do not. The one in the upper school may perhaps do so, but with the salaries which I can offer in the lower part of the school I should not expect to get first-class men; nor is it of the same importance to me in the lower part as it is in the upper part of the school. I am afraid that I could not get first-class men to take the lowest junior mastership here.

95. Do you not find that a young man fresh from the university has something to learn as a teacher when he comes to have to do with the boys?—I am speaking in this difficulty, that I have had scarcely any change of masters since I have been Head Master up to the present time. Of the masters I engaged when I came, nearly all remained with me up to the end of last term, but at the present moment I have three new masters.

96. How long have you held this appointment?—Four years. The assistant mathematical master was a scholar at St. John's, and he took his degree in the year 1849, in the same year as myself. He, therefore, is fairly advanced in age as a master. Another master who has come as an assistant master was a high senior optime last year at Cambridge. His principal duties are to teach the lowest boys in classics, and to take the second division in mathematics; I could not have expected anyone to come of any very high university degree. He is not a Charterhouse man.

97. (*Lord Lyttelton.*) Then you do not expect him to stay very long?—I cannot do so.

98. The French and German masters; I presume give only part of their time?—Only part of their time. The French master comes twice a week; the German master only comes once a week, namely, on the Monday afternoons.

99. Did you get your three new masters without difficulty?—Yes.

100. (*Mr. Vaughan.*) Have they all come together?—Yes.

101. Will that not throw a great deal of trouble on your hands?—Any change must at first cause a little inconvenience.

102. Are they Charterhouse men?—Two are, but one is not.

103. (*Lord Devon.*) Perhaps you will give us the names of all the masters at present in the establishment?—There is the second master or usher, the Rev. Mr. Poynder, and the head mathematical master, the Rev. S. F. Williams.

104. (*Mr. Thompson.*) He is a Cambridge man?—Yes. The next is Mr. J. W. Irvine.

105. (*Mr. Vaughan.*) What is his position here?—He is an assistant master, and has the superintendence of the foundation scholars.

106. (*Mr. Thompson.*) What do you call him?—He is an assistant master.

107. Is he an Oxford man?—Yes, of Christ Church.

108. (*Mr. Vaughan.*) What position has Mr. Williams with reference to your list?—He is the mathematical usher or upper master of the mathematical school.

109. And Mr. Poynder, what is he?—He is the second master or usher referred to in my written answers; he is an Oxford man, of Wadham college.

110. (*Mr. Thompson.*) He was here probably before you were?—He was here as a master when I was here as a boy. He went away, and came back again as second master when I was appointed Head Master. The next master is Mr. R. Brodie, who assists me with the upper school; he is with me as a temporary master for this term, one of my masters being ill. He is a scholar of Trinity college, Oxford; he has obtained a first-class in moderations, and he goes in for his degree in a few months; he has come for a short time, because my other master, Mr. H. T. Foster, who gained a first class in the Cambridge classical tripos of 1861, and is a scholar of Trinity College, is unwell.

111. Is he described as the assistant master of the upper school?—He is.

112. I presume Mr. Brodie is not more than 20 years old?—He is 22 years of age. He was head monitor in gown boys for some time, and is quite able to keep authority over the boys. The next to him is the Rev. H. R. Dodd, who is the other master who has just come. He was a senior optime in 1861, and of Trinity college, Cambridge.

113. What does he represent in your list?—He would take the place which the reader used to do,—the third assistant mastership. There are six resident masters, and there are also the French master, the German master, and an assistant arithmetic master who takes the lower boys.

114. Do you think the lower mathematics are satisfactory?—I consider that they have improved, and I hope for still further improvement from recent alterations.

115. (*Lord Lyttelton.*) It is very unfortunate that in this list the year 1828 is left out, because the fall from 1827 to 1829 was extraordinary, from 432 to 289?—I will supply the deficiency. In 1822 the numbers rose to 480. For about two or three years,

as you will observe, the numbers remained somewhere about in that state. A sudden collapse took place, and between 1827 and 1829 the numbers dropped nearly 200, and continued to decrease up to the time of Dr. Saunders' Head Mastership.

116. What is singular is the extraordinary suddenness of the collapse; after keeping at a high level five or six years, in one year it falls?—Yes, that is so, but it is so long before my time, that I cannot give you particulars as to the fall, from my own knowledge.

117. (*Mr. Vaughan.*) Do you happen to know at the time of its great prosperity, what the main element of the school was? Was it day boys, or resident boarders?—The proportion of day boys was about one-seventh of the whole number. Boarders were the main element; but the numbers were so great that there was not sufficient accommodation.

118. Had they any more than they have now?—Not so much, comparatively. It is only right to note that the great fluctuation in numbers took place under the same regime, and that under Dr. Saunders' Head Mastership the number rose nearly to 200.

119. There was a fluctuation again?—There was. It is right to say that of late years there has been a very strong feeling against London schools, and I do believe myself that very much of the more recent fall is attributable to that, and to the establishment of many excellent schools in the country.

120. I think in your answer you describe that?—I do.

121. Do you think there is any probability of that feeling against London ever being got entirely over?—When I came into my present house there were 17 boys in it. I have now 30 boys in the house, which is my full number, and the entries for the present year have been larger than they have been since 1853. That seems to show that there is some revival of the feeling towards the school. But I find that the feeling against London is a very strong one, even among many old Carthusians.

122. Do you think that at the present time that objection is likely to be entirely overcome?—I should say not.

123. Has it ever struck you, considering it as an objection not likely to disappear, that any measure could be profitably taken to meet it?—I know of none if we are to remain in London, except by offering more inducements, in the way of open scholarships, exhibitions, &c.

124. Do you think a removal from London would meet it, and at the same time could be effected?—For the interests of the school I consider a removal would be most beneficial as regards increasing the numbers of the school, and thereby increasing its influence and power. But I believe the difficulty of removing it would be very great, connected as we have hitherto been with another portion of the foundation, namely, the pensioners.

125. Speaking as the schoolmaster, and as having the chief interest in the school, does it appear that there would be a very great difficulty in even effecting a separation from the pensioners if it were necessary?—If I might be allowed to put it in this way, I do not see the necessary connexion between the two, and if the separation were made, I cannot think there would be any loss or damage experienced by one side or the other.

126. Are the authorities over each sufficiently separate on the whole to enable the organization of the school to continue working well at a distance?—I do not think that there would be any difficulty on this ground, because we have no connexion with the pensioners here, and we have in most respects a distinct organization.

127. Do you see any insuperable pecuniary difficulty?—It would cost, I have no doubt, a very large sum to effect the change.

128. Do you think no money might be realized which would meet the pecuniary difficulty?—I have no data to go upon. I should think that our present site would in itself be of considerable value.

129. I suppose that large playground is entirely used by the school?—Yes.

130. If, therefore, that playground could be disposed of, that would not be depriving the other part of the establishment of any ground which they use?—No one, at least during the school terms, has admission to it but the boys and masters.

131. Could the present buildings which the school occupies, and the piece of ground now used as the play ground, in your opinion be made use of in such a way as to produce a very large revenue?—I have not sufficient knowledge of it to say. It is rather a question for a surveyor who knows the value of land.

132. Do you think it is a question any gentleman who knows the value of land in London could answer?—I think any gentleman knowing the value of ground in London could answer as to what its value would be as a site.

133. (*Lord Devon.*) You state that you exercise a general superintendence over the whole school; will you be kind enough to indicate the power and right of interference which exists in the master? I do not mean yourself, but in the Archdeacon?—He never in the slightest degree interferes in the studies or discipline. What I mean by a general superintendence of the school is over all its studies and over its discipline.

134. That extends to the scholars as well as the other boys?—Yes.

135. In case of punishment would you punish a scholar in the same way you would punish for the same offence a town boy?—Yes; with this exception, that if I thought it right that the boy should be removed from the school, whereas in the other part of the school I should do it of my own authority, in the case of a foundation scholar I should have to bring it before the Governors.

136. Does any appeal lie to the master?—None.

137. Do you know any one instance of a scholar appealing to the master against any decision?—I do not. The appeal, if any, would lie to the Governors and not to the master.

138. You speak of inflicting corporal punishment; are you the only master who inflicts that?—Since I have been Head Master I have almost always done it myself. If I am away from the school for any reason Mr. Poynder, the second master, would do it.

139. There is one point which the master alone has the control of—that is the arrangements as to sleeping and washing, and the domestic arrangements of the scholars?—That is a question on which I am sorry to say that there has been some difference of opinion. It would be false not to say that I think that in these matters the schoolmaster is not always consulted in the manner in which he ought to be consulted, for the interests of the school. The question happens to have arisen very lately. Last year an order was passed by the Governors to this effect "that the schoolmaster has no right to be consulted "respecting the use of the play ground and other "parts of the Hospital, or about any repairs to be "made therein." That order seemed to me to affect so seriously the rights and position of the schoolmaster, that I appealed to the Governors from that decision. At a subsequent meeting of the Governors the following decision was come to. "The Gover-"nors adhere to the decision of the last meeting "as to the strict question of right raised by the Head "Master, but they do not consider this resolution as "implying that it is not desirable that communication "should take place between the master and school-"master, on any subject affecting the convenience or "discipline of the school, and it appears to them that "as a general rule the master is on all occasions "anxious to act on this principle."

140. (*Mr. Thompson.*) Is there anything in the statutes defining the powers?—They are called statutes, being the orders made by the Governors at the first meeting after the incorporation took place. They have been altered and remodelled by subsequent

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orders of the Governors. In page 43 of the original orders it is expressly said, as regards the master, that "he shall have the economical government of "the house and household during the Governors' "pleasure . . . all other inferior servants shall "be put in and out at the discretion of the master." As regards the duties of the schoolmaster and usher, at page 54, the order says, "All other duties of their "place they shall faithfully perform, namely, to see "that the scholars be of modest and mannerly be-"haviour, well and decently clothed, orderly and "seasonably dieted, cleanly and wholesomely lodged, "and that the matron, butler, tailor, and groom, "perform their duties." When alterations are made in the buildings it is of the utmost importance I think, that the schoolmaster should be consulted; yet, as regards the new buildings which have been recently erected, I did not see the plans until everything was arranged, and I was not in the slightest degree consulted in reference to them.

141. (*Lord Devon.*) I understood that one or two masters are specially entrusted with the discipline of the scholars?—One master is.

142. Supposing that master were to find himself foiled in securing good discipline, to whom would he appeal?—He would appeal to me. Supposing he found anything wrong in the food, I should refer the matter to the master.

143. (*Mr. Vaughan.*) Notwithstanding the order that the schoolmaster see about the scholars being "orderly and seasonably dieted, cleanly, and whole-"somely lodged"?—Yes. That was the original order, but these orders may be altered at the pleasure of the Governors.

144. But you have authority from the statutes, as between you and the Master, until they are altered?—I presume that that is the case. When the Governors meet I am not present at the discussions relating to the school; though in former days it was the custom for the schoolmaster to be present. The Master is present, being a Governor, but I have no power of being present at these meetings. The only means by which I am able to get my wishes expressed is by presenting a formal written memorial to the Governors.

145. With regard to the meetings of the Governors, at which the Master is present, are there not certain regulations in the statutes as to the number of Governors which should be present also?—By the Act of Parliament there must be five, including the Master.

146. Is that what is technically called in the statutes an assembly?—Yes.

147. Is there not another mode of government by committee?—There is a committee sometimes, appointed by the Governors.

148. And they have power to decide questions of this description?—No, they must report it to the assembly of the Governors.

149. Has it happened to you during the three years you have been here to be invited to come and be present at any discussion?—Yes, occasionally; and when I presented a written memorial, appealing from the order to which I have referred, I expressly begged that I might be allowed to speak to their Lordships, because in writing it was difficult to express entirely what I wished. They did hear me, and the order was modified to the extent which I have mentioned.

150. (*Mr. Thompson.*) You would have been satisfied if that order had taken the form of an order issued to the Master?—If the original order had been that the Governors thought it desirable such communication should take place I should have been satisfied; but as the order was drawn up, it was simply that the schoolmaster has no right to be consulted about the playground and other parts of the hospital.

151. Have you a list of the Governors?—There is one in the book appended to my written answers.

152. (*Mr. Vaughan.*) Are there certain Governors who are more usually here than others to constitute an assembly?—Yes.

153. (*Lord Devon.*) Have the Governors made any alterations or regulations with respect to the discipline of the school since your time?—No.

154. With regard to the use of books?—Not in the slightest degree.

155. (*Mr. Vaughan.*) Are you acquainted with any part of these statutes which gives the master any direct power over the school itself?—I am not, except that he has the economical government of the household.

156. You understood me not to ask you what was the value of the ground, but to ask you whether it was necessarily of great value?—My own impression is that it would be of considerable value.

157. (*Mr. Thompson.*) I suppose it would be rather difficult to frame any enactment so defining the powers of the master, as that occasional misunderstanding should not take place?—I am afraid that such might be the case.

158. You do not imagine it would be possible to draw up any statute which would prevent that?—I am afraid it would be very difficult indeed; but I think that in matters connected with the school there should be a distinct order to the effect that the schoolmaster should be consulted.

Charterhouse, Wednesday, 18th June 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.

H. H. VAUGHAN, ESQ.
THE REV. W. H. THOMPSON.

THE EARL OF CLARENDON IN THE CHAIR.

Rev. R. Elwyn.

18 June 1862.

The Rev. RICHARD ELWYN, M.A., further examined.

(*Mr. Elwyn.*) I wish to explain to the Commissioners that in page 12 of my answers there is an omission of a year.* I have returned the number of boys in successive years, and by some mistake there is no account of the year 1828. In 1827 it is stated that the numbers were 432, and in 1829, 289. In 1828 the numbers were 367. Dr. Russell was then Head Master.

159. (*Mr. Thompson.*) He was appointed in 1818?—He was appointed before that time. I have no further record than this, which begins in 1818. The Dean of Peterborough came in 1833, and was Head Master up to 1853.

160. (*Lord Lyttelton.*) The numbers fell from 432 to 289, that was very nearly half?—Yes. In 1826 the decrease was 18; in 1827, it was 30; in 1828, 65; in 1829, 78; in 1830, 63; in 1831, 46; in 1832, 43; in 1833, 33; in 1834, 5; and then it began

* This has been corrected.

to rise again during the Dean of Peterborough's time.

161. (*Lord Clarendon.*) I believe we begin at question 12. I see that the Head Master exercises a general superintendence over the whole school; is that with reference to their studies, or to the moral conduct and discipline of the school?—To the studies and the conduct and discipline of the whole schoool.

162. And he has specially under his charge the sixth form, but examines one of the other forms every week. Are those forms taken in rotation?—Yes.

163. Is it known to the forms beforehand which you will examine; do they come in regular rotation?—As a rule they do, but the rule is liable to occasional exceptions.

164. "The Head Master appoints monitors." According to what rule does he do that?—As a general rule, I should take the boys in the order in which they come in the school, but it might happen that for some special reason I might not have in the highest form a boy qualified to perform the duties of a monitor, and in that case I should appoint a boy lower in position in the school, but whom I might consider better qualified to discharge the duties of monitor.

165. You would not appoint a boy as monitor who was not in the sixth form?—He may be in the fifth form; he is always an upper boy. It so happens that at this time, in my own house, I have no boy in the sixth form, and therefore my head monitor is a boy in the fifth form. If I had had a boy in the sixth form, I should, no doubt, have taken him, unless there was some special reason against my doing so.

166. Has he monitorial duties imposed upon him as the head of your house, or is he a monitor generally in the school?—He has special duties as monitor in my own house.

167. Would he act as monitor out of your house? His special duty is to act as monitor of the house to which he belongs; but he has a general monitorial authority in the playground, &c.

168. The assistant master looks over the composition with you, does he?—I have an assistant master in the upper school who takes the form work of the two fifth forms, and assists me in the composition both of the sixth and fifth forms.

169. And then, the second master?—The usher or second master is one of the masters appointed by the Governors; he teaches the fourth, or the highest form in the lower school, and also the second form.

170. And he in your absence would be the person who would have the authority?—Entirely.

171. Does the Master, Dr. Hale, interfere at all in the superintendence of the school?—Not in the slightest degree as regards the discipline or the teaching. His power, as defined by the statutes, is the "economical government of the whole household," and as concerns the foundation boys, questions of diet and clothing, and the arrangements of the house in which they lodge come under his superintendence.

172. And not under yours?—Not under mine, except as under him; he has the principal control of the whole.

173. You would see that his directions were carried out?—I should see that his directions were carried out.

174. *Quoad* the foundation boys?—Yes.

175. (*Lord Devon.*) Who selects the assistant master who is put specially in charge of the gown boys?—I do; but it is always the custom to have the approbation of the Master in the appointment of any assistant master, and especially would it be so in that case; I should always consult with him.

176. There is one master specially in charge?—Yes, for whom the Governors pay 40*l.* a year.

177. Under the new arrangement I understand there will be two masters?—One of the other assistant masters will reside in the new buildings of the foundation scholars.

178. At the head of page 13 you state that two of the masters, viz. yourself and the second master, are appointed by the Governors; and that the mathematical teacher is appointed by you, but subject to the approval of the Governors?—That is so.

179. With regard to the other masters, they are appointed by you with the approbation of the Master?—Yes.

180. Practically has any difficulty been found to arise in reference to the last point; has the approbation of the Master ever been withheld?—Never during the time that I have been connected with the school.

181. The limitation of the choice of masters to those who have been educated at the school applies only to the Head Master and the second master?—That is so; it is mentioned in the statutes made in 1627.

182. (*Lord Lyttelton.*) The masters have been generally so selected, but that is entirely optional?—I am perfectly free to take a master from any quarter.

183. You do as you think best?—Yes; at one time I had an assistant master from Shrewsbury school, and one of my present masters was not educated at the school.

184. With regard to masters being in holy orders, the usher who is appointed by the Governors might be a layman?—I was so myself when I held the office of usher.

185. It appears somewhat doubtful as to the power of removal of the inferior masters?—Theoretically it does; I do not know that the question has ever arisen, and therefore I was forced to answer vaguely in my written answers. Those masters who receive direct payment from the Governors are, I suppose, removable by the Governors on the representation of the Head Master; if I thought it right to remove the French master, as he receives direct payment from the Governors, I presume that it would be my duty to express my wish to them that he should be removed, but practically I have never known the question to arise.

186. I apprehend that the absolute right would remain with the Governors?—Yes, I think so; but in the case of those whom I appoint, with the approbation of the Master, perhaps it would be sufficient to have his sanction; the question has never actually arisen as far as I can learn.

187. But the power of removal by the Governors would probably almost follow *a fortiori* if they had power to remove the Head Master?—I presume that that would be so.

188. (*Mr. Thompson.*) Do you think it desirable on the whole that the schoolmaster and usher should in all cases be old Carthusians?—I cannot say that I think that it is in all cases necessary.

189. Or desirable?—It never has been otherwise at Charter House, therefore I feel a difficulty in answering your question; but if the matter were *de novo* I should be very sorry that there should be a limitation of that kind.

190. You think the Governors as a body are quite capable of exercising a wider choice with advantage?—I think that they might do so under certain circumstances. I can quite conceive that from a small school like ours there might not always be candidates who ought to be taken in comparison with others who might offer themselves; a preference to those educated at the school is given by the statutes, and there never has been, as far as I know, a case of the violation of the custom.

191. You say the masters are not eligible to the benefices of which the patronage is vested in the Governors unless they have been foundation scholars. Do you mean that they are actually ineligible, or that they have no right to such benefices?—That they have no right, according to the construction that has been placed on the charter. If I might be allowed to refer to the charter and the original statutes, you will see the difficulties that are connected with the question. The charter granted by James the First does not seem to contemplate any school except the foundation part of the school. At page 30 these words occur in the charter, "Scholars to be preferred in presenting to

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"ecclesiastical living." "Our further will and "pleasure is, and we do by these presents, for us our "heirs and successors, ordain and straightly charge "and command that whensoever and as often as any "of the churches, parsonages, vicarages, chapels, or "other spiritual livings, the advowsons, patronages, or "donations whereof are hereby meant or mentioned "to be licensed to be given by the said Thomas "Sutton to the said Governors and their successors, "for and towards the maintenance of the said godly "and charitable uses, shall happen to be void or to "become presentative or presentable, or to be given "or collated under it by reason of the death, resig-"nation, or deprivation of any incumbent or incum-"bents of them or of any of them, or by any other "means whatsoever, that then and so often the said "Governors for the time being and their successors, "or the greater part of them for the time being, shall "present, prefer, and collate thereunto such meet and "sufficient persons as they shall think fit; neverthe-"less our full meaning and direction in this behalf is, "and so we do by these presents, for us our heirs and "successors, ordain and declare, that *such and so "many of the scholars which shall from time to time "be brought up and taught in the said hospital, and "every of them*, as shall be fully qualified and become "meet to take upon them or any of them the charge "of the said churches, rectories, parsonages, vicarages, "chapels, or other spiritual livings aforesaid, shall "as near as may be from time to time be by the said "Governors and their successors, presented, prefered, "and collated thereunto, before any other person or "persons whatsoever, avoiding as much as may be "the giving more benefices than one to any one "incumbent." It is remarkable that in the first statutes in 1627 that provision of the charter was altered, and the direction given as to the appointment to the livings as stated in page 41, (these statutes having the sanction of Charles the First), is as follows:—"Other assemblies shall be accidentary upon occasion "of the death or resignation of a Governor officer of "the foundation or incumbent of any spiritual living, "being of the patronage of the hospital, to elect or "present another in his place, wherein it is provided "that the spiritual livings be conferred upon persons "capable, and such as do or have done actual service to "the house, or have been members thereof, before any "others"—where the limitation by the charter to those who have been brought up in the hospital seems completely taken away, and it is said that the livings may be conferred upon any persons who "do or have "done actual service."

192. Do you not think that ambiguity, if there is any, should be removed?—It is most desirable. I believe that the question did arise some years ago, and a fresh order was drawn up limiting the privilege to those who had been educated upon the foundation of the school. But it is remarkable that the first statutes seem to place a different construction on the charter in that respect, and it has often been a question whether the schoolmaster or other masters who have done actual service ought not to have an equal claim to be presented to the livings as those who have been educated on the foundation.

193. (*Mr. Vaughan.*) You say that the Head Master exercises a general superintendence over the whole school; is it not the case in the original statute that there is some specific designation of those duties?—There is, in page 53.

194. Is it not among his duties that he should see that the scholars are seasonably dieted, cleanly and wholesomely lodged?—It is so.

195. Has it been the custom for the Head Master of the school, in obedience to those statutes, to look particularly to the point of diet?—I have always considered that it ought to come within the duties of the schoolmaster, but as I have already mentioned, the Governors last year passed an order to the effect that the schoolmaster has no right to be consulted in any matter respecting the playground, or in any alterations and repairs made in any part of the hospital, which would include the rooms in which the scholars live. I appealed from that order to the Governors, and quoted this statute to which you have referred, which expressly mentions that it is the schoolmaster's duty to see that the foundation scholars be cleanly and wholesomely lodged, and I asked the Governors to reconsider the question as to whether the schoolmaster ought not to be consulted by the Master on such points.

196. That question seems to have been made a little more intricate by involving a question of the alteration of the state of the freehold. I meant rather with regard to the common course of the school management; whether it had been the habit at all of the Head Master to look to see that the boys had proper diet and food?—Certainly, as regards the food. For instance, the Assistant Master always attends the dinner of the foundation scholars, and if he thought there was anything wrong he would report the matter, and it would be brought before the Master.

197. Has it been the custom at all of the Head Master actually to go to the dinner in hall and also to inquire what number of meals the boys have?—The other master represents him entirely for that purpose at dinner. With the number of meals I am of course well acquainted.

198. Are you satisfied, speaking generally, with the manner in which the boys in the school are fed?—I am.

199. Does that apply both to the nature and to the number of meals which they have?—It does.

200. Does it appear to you that upon looking at the boys when they leave at the end of the half year they are in a state that boys should be in, looking healthy and plump?—I think they are generally in very good health when they leave school.

201. Have the medical authorities ever been consulted about the diet fit for growing boys in London?—It is right perhaps that I should here state that in any question of that kind I should at once refer to our medical officer who lives on the premises, and in fact all the arrangements of the food have his direct sanction and approval. I may mention that those boys who sit up after nine p.m. have a glass of beer with bread and butter before they go to bed.

202. They have no meat meal for supper?—No.

203. Has it ever occurred to you that the boys being in London, on that account require an additional meat meal?—Whenever it has been thought desirable, or whenever any parent has thought that his boy has required it, and a medical certificate has been sent to that effect, I invariably permit it to be granted, with the sanction of our own medical officer.

204. You do not think that the ordinary run of healthy boys require it at Charterhouse?—Speaking from my own experience as a boy there for nine years, and as a master since, I think we have every reason to be satisfied with the present arrangements.

205. When you were a boy there, did you find the nourishment sufficient?—I did; the only point which I did not feel to be satisfactory is that which has now been remedied, namely, the want of a glass of beer, or similar refreshment, after nine o'clock.

206. You have lived a great deal with old Carthusians, do you think they generally expressed an opinion that they were properly dieted when they were at Charterhouse?—As a general rule, I should say that those of my own standing were satisfied.

207. (*Mr. Thompson.*) You would think it unfair, I suppose, to argue from what might have been the state of the school 20 years ago?—I should consider it unfair.

208. (*Mr. Vaughan.*) I am asking both as to that time and the present?—I think the only subject of complaint among my contemporaries was that which I have mentioned, namely, not having any meal after nine o'clock.

209. I suppose your general care would extend to the foundationers, as well as to the others?—They are exactly on the same footing in respect of meals.

210. Do you think that the parents of the foundationers are generally well satisfied with the amount

of support which they get?—I have no reason to suppose the contrary. I have had it mentioned to me occasionally that persons would like their boys to have more—that I may candidly say—but it has been a very rare case.

211. Has that been recently?—It so happens that only this very morning the medical officer has given an order for a boy to have an extra plate of meat because he considers he requires it, as having been seriously unwell.

212. On the part of the parents have you had anything like a suggestion or an expostulation?—It was a parent who mentioned this case to me, and it was then brought before the medical officer; the boy had been under the care of a medical man at home, who thought he ought to have it twice instead of once a day.

213. (*Mr. Thompson.*) Was he a foundationer?—He was a foundationer. In my own house I should do it at once. I am perfectly free to act without any control at all, but in the case of the foundationers I am obliged to be more careful.

214. (*Mr. Vaughan.*) You say that the Head Master looks over part of the composition of the sixth and upper fifth forms; may I ask you what is the general principle upon which you divide the composition in that way rather than by one taking the whole composition of one form, and another taking the whole composition of another form?—The reason of it is this: the assistant master in the upper school being generally a young man fresh from the university, I consider it advantageous for my own sixth form to have the benefit of his knowledge and attainments, and therefore I have introduced the custom of his sharing with myself, in alternate portions, the composition of the sixth and fifth forms.

215. You take the whole composition in alternate portions?—Yes.

216. You say that every assistant master has complete authority over his own form; does that extend to the arranging of the work which the form has to do?—Yes, subject to my approval.

217. Do you consider that the master of a form is responsible for the nature of the work of each form and the books that are read in each form, or do you consider that you are responsible?—I consider that I am responsible; he would never make any change of books without my sanction.

218. Or a change of composition?—Certainly not; no change of that kind.

219. You say that the other assistant masters are appointed by the Head Master with the approbation of the Master; is that right of the Master contained in any statute or regulation, or is it a customary right?—It has been, I believe, the case for a great number of years, and I believe it rests on an order of the Governors.

220. Do you know of any order in this book?—No. The orders contained in that book are merely the original statutes or orders.

221. Then in fact we have not the whole body of statutes and orders?—There is but one charter, but the orders are very numerous. At the time when those orders were made, there was no school except the foundation, and one of the provisions made in page 54 is "that the Head Master and usher should not "take into their tuition above sixty other scholars, "unless they have another usher."

222. You say that there is no provision for the superannuation of a master of the school; do you happen to know how long ago the oldest master in the school was appointed?—I am at present the oldest Master. The usher or second master was a master for many years under Dr. Saunders. He left the school for a time, but returned as usher when I was appointed Head Master.

223. Having been appointed when?—I was appointed Head Master four years since, but I had previously held the office of usher for three years. I was appointed in 1858; one master, who had been with us nearly 30 years, left us at the end of last quarter.

224. Do I understand you to state that there is no law other than the custom of a century for the schoolmaster to be in holy orders?—I find that since 1748 the schoolmaster has been in holy orders.

225. You do not know of any law?—There is no law; I do not see any regulation to this effect in the statutes, not even as to the Master.

226. (*Lord Lyttelton.*) I understand that you requested the Governors to re-consider their decision, that anything relating to the building, and lodging of the boys, was not matter for your cognizance in any way?—I did.

227. What became of that request?—It was heard on the 25th of July last year, and the final decision was as follows:—"The Governors adhere to the "decision of the last meeting as to the strict question "of right raised by the schoolmaster, but they do "not consider this resolution as implying that it is "not desirable that communications should take place "between the Master and schoolmaster on any subject "affecting the discipline or convenience of the boys, "and it appears to them that as a general rule the "Master is on all occasions anxious to act on this "principle."

228. (*Lord Clarendon.*) That is the regulation that obtains now?—Yes; it was made last year.

229. As to question 13, how often do the Governors appoint to a foundation scholarship?—When a vacancy occurs. There are always a certain number on the foundation, and as each vacancy occurs that place is supplied by the Governors, who nominate in rotation.

230. I see a foundation scholar receives gratuitously board and lodging, and for his education he pays nothing, does he?—He pays nothing for his lodgings or education; I have stated in my written answers what the school charges are, and you will see that for books and stationery and extras, such as drawing, &c., he does pay.

231. You say "if on the sixth form, the instruction "in German is given to him gratuitously;" would it not be given to him gratuitously in the fifth form?—I think not under the present order.

232. Supposing a boy in the fifth form was desired by his parents to learn German, he would not have that instruction gratuitously?—I think not. Finding that the German language had no place in the teaching of the school, I myself applied to the Governors requesting that they would allow me to require any boy on the foundation in the sixth form to have a lesson in German once a week, and that they would grant a certain sum of money for that purpose. Up to that time any foundation scholar who learnt German, wherever he had been in the school would have had to pay for it as an extra.

233. In fact, it was a bonus to the sixth form proposed by you?—Yes.

234. I see he is provided with clothes; what amount, and what sort of clothes are they?—It is a plain black suit; black trowsers, and black jacket.

235. In an antique fashion?—No, a perfectly modern dress. That change was made many years ago. They used to wear knee breeches, and that kind of clothing, but there is nothing now to mark them from other boys, except that they are dressed quite in black. A boy is permitted to wear a black waistcoat, but it is not required.

236. Is he supplied with a school gown?—Yes.

237. Which he is bound to wear in the school?—Yes; and at dinner, and at prayers in the house and in chapel.

238. Is he allowed to go out of school with it? If he goes beyond the walls he wears his own private clothes.: he must not go out in the school clothing.

239. Linen is given too?—Yes, a certain portion of linen is given. As regards going out, the boys do not go out on ordinary days, but only on special days by leave; therefore, practically, their clothing is provided for all the time they are at school.

240. I see, that if a boy passes a satisfactory examination, at the age of 18 he receives an exhibition

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of 80*l.* a year for four years at any college in either of the universities, but there is no competitive examination for them?—There is no competition whatever; any foundation boy presenting himself at the prescribed time is examined by the examiners of the school, and if they certify that they consider him qualified to go to the university, he receives that exhibition as a matter of course.

241. (*Lord Lyttelton.*) The examination simply is, that he has to be qualified to pass the matriculation examination?—The standard is, do the examiners think he will be able to pass the first university examination?

242. (*Lord Clarendon.*) Do you not consider that such a system as that is likely to destroy a boy's energy and to give him no stimulus to work better than others, or in short than to do more than is necessary simply to get the exhibition?—Some years ago I should have said that in many cases it was so, but the examination is now made a reality, and the examiners strictly require the standard to be kept up, although it is a low standard. I cannot say that the boys at the head of the school do become idle before going to the university, because it so happens that most boys who are likely to do well at the university have other motives to make them work; and they would get the exhibition if there was a severe examination. To the very dull boys, the fact of having this examination before them does undoubtedly act as a great stimulus, because the examination is really dreaded by them, simple as it is to a boy of average abilities.

243. Who are the examiners?—I have mentioned that they are appointed by the Archbishop of Canterbury; every year they hold an examination for exhibitions. My own desire has been to have competition for exhibitions among those not on the foundation; but the misfortune is that in the charter it is expressly stated that these exhibitions are only to be given to boys on the foundation; and to put a boy on the foundation shortly before leaving the school, merely for the purpose of competing for the exhibitions, I am afraid would be an evasion of the founder's intention.

244. And *pro tanto* a deterioration of the patronage of the Governors?—Yes. At the time that the charter was drawn up it is probable that there was no contemplation of any school but the foundation.

245. Has there ever been a suggestion of varying the amount of these exhibitions, still keeping the foundation scholars, and then the introduction of competitive examination in order to get the better exhibition?—The only competitive examination that we have now is for the two foundation scholarships which are annually open to competition, and if a boy gets on to the foundation by gaining one of those two, he has the advantage of the exhibition, and every advantage that a foundationer by nomination would have.

246. But each of those exhibitions is 80*l.* a year?—Yes.

247. Supposing that some were made 100*l.* and some 60*l.*, and then there was a competition between the boys in order to get the better exhibition awarded to the best scholar?—I could see no objection to that, nor should I think there was anything in the charter to militate against it.

248. There you might have competition and you give a motive for it?—Certainly.

249. Such an alteration as I suggest would not make any difference in the amount of the fund devoted to the exhibitions, but would make them more valuable to those who were the most worthy?—Quite so.

250. "The only school charges to which a foundation scholar is liable are for books and stationery, "and a payment of four guineas per annum by lower "boys, and five guineas by upper boys, to the "matron for private washing and the care of private "clothes;" what is the charge for books and stationery?—It varies with the position of the boy in the school; in the lower part it is a very small sum; for a boy in the upper forms it would be a larger sum.

251. (*Lord Lyttelton.*) There is no specimen of bills of boys on the foundation?—I do not think there is. They have the same books to get as the boarders; that, with stationery and a few shillings to the printing fund, is the only regular school charge; and there is an annual sum paid to the matron by order of the Governors.

252. (*Lord Clarendon.*) From the Talbot exhibition the foundation scholars are excluded?—From the pecuniary value of it they are; they can obtain the Talbot medal, but not the pecuniary value of the exhibition; and, therefore, in the examination, the first in order of merit, be he a foundation boy or not, has the medal, and the first oppidan in the list has the exhibition itself, if the examiners certify that he is qualified to receive it.

253. Does an oppidan always obtain it?—One year it was not given away; it is in the discretion of the examiners; they are not bound to give it unless they consider the first oppidan in the list worthy to have it.

254. It is for two years?—Yes.

255. (*Lord Lyttelton.*) With regard to the expenses of the foundation scholars, I see it is said that in the case of many boys their charges did not exceed 12*l.* a year. I see in Mr. Skirrow's report, which was in the year 1854, it is stated that the expenses of a foundation boy might be from 10*l.* to 20*l.*, according to the place in the school. Do you think that is correct?—I should think so. I had not that report before me when I answered the question; that report was drawn up before I came to Charterhouse as a master.

256. That is an average, but would it be correct to assume, that 10*l.* is the lowest sum actually paid by the parent of a foundation scholar?—I should think it was, because you will observe that there is a payment of 4*l.* 4*s.* per annum to the matron.

257. Unless I am mistaken, I know a parent of a boy at Charterhouse, who said that the money actually paid for directly school expenses did not come to above 5*l.* a year; do you think that possible?—It may have been possible in very rare cases. A boy may come to the school having many books which he would have to get if he was not provided with them; or, again, a boy may bring his own paper from home, and this will lessen the charge to an individual boy; but I think that on an average the expenses for a lower boy may be considered as being 12*l.* a year.

258. With regard to the exhibitions, the examination that they are required to pass in order to obtain them is clearly an examination altogether below the attainments of a clever boy at the top of the school?—Quite below it. A boy must be very idle or exceedingly dull not to obtain an exhibition.

259. (*Mr. Thompson.*) Do you know on what ground the present system is retained?—The system, I believe, dates from the very foundation.

260. But not the 80*l.* a year?—The sum has been altered from time to time.

261. You would have competition for places on the foundation, and you would have competition for the exhibitions at the universities, to which both foundationers and boys not on the foundation should be admissible?—I consider that would be most desirable for the school.

262. And you can see no objection, as far as the discipline and reputation of the school is concerned, to adopting that plan?—I can see no objection to it myself.

263. If the consent of the Governors could be obtained?—Yes, and if the charter could be adapted to it.

264. (*Mr. Vaughan.*) Is the contemplation to increase the number of foundation scholars a consequence of an increase of the funds of the school?—Yes.

265. I think you stated that there was a dread of this simple examination for exhibitions?—There really is on the part of very dull boys.

266. That would not lead to any inference as to the average state of the scholars on the foundation, compared with boys generally, if this simple examination is an object of dread to them?—You must consider that a boy is nominated to the foundation at a very early age, without any regard to his abilities, and without any knowledge in fact of what he is likely to do; of course it continually happens that on the foundation you have boys of slight abilities, and it is to those boys, simple as it is, that the examination does good, and is, as I have found from experience, a great motive to work during the latter part of their time. Within the last few years cases have occurred of the examiners rejecting boys on the examination for exhibitions, and this fact of itself has had a beneficial effect.

267. The fact of a simple examination being an object of personal dread applies only to the very dull boys not excluded by the first examination?—Yes.

268. Do you find at the present moment that boys whom you are receiving on to the foundation come in in a state of less good preparation, and less good ability in proportion to their age, than the other boys?—I could not say that that is the case. It is entirely a matter of chance; sometimes we have a series of clever boys nominated.

269. (*Lord Lyttelton.*) There is a slight examination previous to their admission to Charterhouse?—Yes, of the most elementary character.

270. (*Lord Clarendon.*) I see that the Governors have determined to increase the number of scholars, and consequently of their own patronage, from 40 to 60?—From 44 at the present time.

271. Do you think it necessary or expedient for the interests of the school and foundation to have that increased?—I think it is very desirable, and it has already brought to us one great advantage for the rest of the school, inasmuch as one additional foundation scholarship has been thrown open for competition annually among boys in the school.

272. For the reception of those, I see new buildings are ordered to be constructed?—That is the case.

273. Out of the funds available for the purpose?—Yes.

274. The funds actually exist; they were not raised in any way?—No; it is from a large number of houses having fallen in to the Governors, which has increased their rental.

275. When do you suppose this increase will take place?—I am told that it is hoped that there will be 10 additional at the end of this year.

276. That is to say, means for receiving them?—Yes.

277. (*Mr. Thompson.*) Have you any reason to hope or expect that any considerable portion of those new foundation scholarships will be thrown open to general competition?—I have no reason for supposing so, because when I found that the increase was about to take place, I at once applied to the Governors, pointing out the advantages of the competitive system, and asking that an increase might be made in the number of scholarships open to competition, and one additional was granted for each year.

278. What is the number of Governors?—Eighteen.

279. (*Lord Devon.*) In case of this increase taking place, are you aware whether it is contemplated to keep up the present value of each exhibition, or reduce them proportionately?—I have had no intimation of any change being intended.

280. (*Lord Clarendon.*) You consider that each of these exhibitions will have to be forthcoming for each of these new scholars?—Yes, and a great portion of the money will have to be set apart for additional exhibitions.

281. That will be 40 times 80?—There never would be that number at the same time in the university; the average number of exhibitions is, I believe, about 12 at any given time. At the present time, with other openings that there are for young men, I do not think that so many of the foundation boys go to the university as was formerly the case.

282. Do you not get the same average?—When the number of foundation scholars is increased to 60, there will be a proportionate increase of the number of exhibitioners.

283. (*Lord Lyttelton.*) Those boys who do not go to the university get 100*l.*?—In certain cases. If they go to Woolwich, or if there is any expense incurred in an outfit for any profession, the Governors grant the donation.

284. (*Mr. Thompson.*) Have we any list of the names of the boys at present on the foundation?—We were not asked to give names in the questions submitted to us, but I can supply them. I think that in the answers of the Master and the registrar you will find the number of the exhibitioners at the present time.

285. (*Lord Clarendon.*) It is a mild examination for admission?—Yes, of the most elementary kind.

286. When was this system of examination settled?—In the year 1845.

287. A note at the foot of the page, is, that this examination is for a boy entering on the foundation? Yes, before he can be put on the foundation he is brought to me, and I examine him in accordance with those rules.

288. You have no right to ask him any more?—No.

289. Was this system of examination settled by the Governors?—Yes. By orders made in the years 1844 and 1845. It is more severe now than it used to be.

290. Has any suggestion been made to the Governors to make it a more real examination?—I think not.

291. Has any boy ever been rejected?—I am not aware of such a case having occurred.

292. (*Lord Devon.*) Have you ever rejected any?—Not in the short time I have been here. When a boy is nominated, notice of what he is required to do at the preliminary examination is sent to his parent, and it must be a desperate case if he cannot get in.

293. (*Lord Clarendon.*) It was ordered by the Governors, I suppose, that one foundation scholarship should be annually open to competition?—Yes.

294. Do you know whether it is in contemplation, with reference to the increased number of scholarships, to open any more exhibitions?—In page 14 of my written answers, you will find that, in the year 1860, upon the petition of the schoolmaster, it was determined that, in consequence of the intended increase in the number of foundation scholarships, two foundation scholarships were to be annually open; that is, one additional, there being previously one annually open to competition. There are certain restrictions, namely, that a boy must be between the age of 13 and 15, and have been one year in the school, and the parent must make a declaration of his intention to send his son if successful to the university, and that he requires some assistance towards that object.

295. Are they much competed for, are they considered an object of desire?—Very much indeed, and I consider that since there have been two, the desire has much increased; it is a case of where twice one is more than two; the second one that is thrown open gives rise to a great deal of competition; a boy thinks "I may not get the first, but I may get "the second." The system of having two annually open to competition has only been in operation two years.

296. Do you consider that if more foundation scholarships were open it would be an advantage to the school generally?—I cannot entertain a doubt that on the whole it would be.

297. Do you think it would increase the numbers of the school?—I cannot but think it would.

298. Do you think it would tend to improve the class of boys that go there?—Undoubtedly I do, so far as regards the intellect.

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299. Is there anything that you would suggest that would be more advantageous to the school at the present moment than a concession being made by the Governors of opening more scholarships?—I believe if four were open every year, and if there could be a provision for any of the exhibitions being opened to oppidans as well as foundation boys, that the great want of our school would be met.

300. Do you think that it would in some way tend to counteract the increased objections there are to town schools?—I do, and I think that is the only mode by which that feeling could be counteracted.

301. (*Lord Devon.*) You say, I think, that in the case of a boy not going to the university, and not receiving the 80*l.* a year, the sum of 100*l.* down is given in certain cases?—Yes, in certain cases.

302. Will you define what those cases are?—The rule is this, that if the boy leaves and goes at once to any office with a salary, and his parent is put to no expense, he does not receive it; if he goes to Woolwich, where he has an expense connected with his outfit and education, he would receive 100*l.* on application to the Governors. The most ordinary case in which it arises is that of the case of a boy going into the army.

303. Have you frequent cases of persons going into merchants' houses getting it?—No; as in that case a salary would probably be given.

304. (*Lord Lyttelton.*) These conditions about open scholarships are laid down by the Governors?—Yes.

305. The parent is required to declare that his son requires some assistance towards going to the university?—Yes.

306. Is that a condition which has a perceptible practical effect? do parents ever scruple to make that declaration?—They do, and it creates difficulty. During the few years I have been here parents have declined, because they do not feel justified in signing the declaration, and I have myself been applied to to put an interpretation on it, which I have declined to do, because it is a matter which can be decided only by the person who desires the boy to compete; I cannot undertake to explain its meaning in particular cases.

307. Looking to the scholarships as open, does not that restriction diminish very much that kind of openness?—It does undoubtedly, to a certain extent.

308. With a view to the general encouragement of the whole school, would it not be desirable to remove that condition altogether?—As schoolmaster I cannot entertain a doubt of it. The view of the Governors, I believe, was that it being a charitable foundation, they ought to have some guarantee that those whom they put on the foundation really require the aid which the foundation affords.

309. (*Mr. Thompson.*) Do you think that the boys elected upon the foundation, or their parents, do, as a general rule, require that assistance?—I should say generally that they do.

310. But there are exceptions, I presume?—It is a question that parents only can answer; I have had persons come to me who have said, "I am in this "difficulty, I am making a large income myself, and "I may die to-morrow, and I am in doubt whether I "can say that now I require such assistance."

311. (*Mr. Vaughan.*) You have returned a list of university distinctions with a mark to those who are on the foundation?—Yes.

312. Should you have it in your power, if you were asked to do so, to distinguish those who have been elected by competition?—Will you allow me to say that "F. S." in that list means foundation scholar nominated, in the ordinary way, and "F.S. by competition" means the boys who have succeeded by competition in gaining a foundation scholarship?

313. Do you know what the policy of that regulation is which requires boys elected by competition to have been a year in the school?—It was thought that if the scholarships were thrown open to competition to boys in the school without any limitation of that sort, a boy would come at the time when the examination was about to take place, and if he did not succeed he would leave; the object of introducing the competitive system was for the encouragement of boys in the school, and it was thought that that could be better secured by a boy having been a year there, and having obtained a kind of *locus* in the school, than if it was open without any limitation of that kind.

314. Have you ever considered what the advantage would be of making them entirely open, and allowing candidates from all parts and schools to compete for the scholarship foundation, as I believe is the case at Winchester and Eton?—My strong opinion is, that if that was done, for the school to remain in London would be a simple impossibility; and as I mentioned in my answer to Lord Clarendon, I believe one great value of the competition consists in its attracting boys to the school. If they were thrown open to general competition, I believe that our boarders would fall in numbers.

315. How would the number of boarders above the age of 14 in the school fall in consequence?—Boys would often come up for the examination, and if not successful would return to their former school.

316. I am speaking of those now past the age for competing and still in the school; how would it affect the numbers of those?—It would not affect the present generation, but in a few years fewer boys would come at the age of 10 or 11, and many would remain in the schools, where they were being brought up.

317. Do you find as a matter of fact that the boys who fail in obtaining these scholarships leave in any numbers after the examination is over?—I can myself quote instances of boys having left the school and not having gone to the university, in consequence of not succeeding in gaining a foundation scholarship.

318. In fact, that their education has stopped where they have failed?—When they failed the parents have looked out for some other occupation for them, not having the means of sending them to the university without such help.

319. Do you know also what is the policy of requiring at that very early age (13) a declaration on the part of the parent that he intends to send his son to the university?—I presume that it is in consequence of the exhibitions to the university, but I believe that supposing a boy did succeed, and subsequently showed a very strong desire not to go to the university, and the parent had good reason for a change, he would not be precluded from changing the intention which he might originally have had.

320. Do you happen to know whether that is a common regulation in foundation schools to require a statement of the ultimate destination of the scholar?—I do not.

321. Do you think it at all limits the competition or the number of boys in the school, the fact that they have to sign a declaration of that sort?—I have not found it so practically, because I have found that a parent, if he has no difficulty about the other part of the declaration, is generally desirous, if his boy is placed on the foundation, that he should go to the university, because he thinks it is the best opening for his boy with the kind of education he would receive on the foundation, and with the exhibition which he would obtain on going to the university.

322. (*Lord Clarendon.*) As to question 17, what was the object of the order made in 1845, that "the "whole number of boys to be educated in the school, "inclusive of foundation scholars, boarders, and day "boys, be not allowed to exceed 200"?—I believe the reason of it is that from the great numbers that came to the school during a few years it became overcrowded. In the Dean of Peterborough's time, when the school was increasing, and had risen to 187, so strongly did he feel the evils with our confined space of having a larger number of boys than 200 at the utmost, that he requested the Governors to pass an order that there should not be more than 200, because

there could not be fitting accommodation provided for more than that number.

323. That ordinance is still in existence?—Yes.

324. I suppose it will be extended to 240 now, with the new foundation scholarships and the extra buildings?—My own opinion is that even with the increase of 16 foundation scholars, 200 is a reasonable limit. When it reached 187, in the Dean of Peterborough's time, the school was as full as I should wish to see it with our present accommodation. The Head Master used to take 40 boys as boarders. I have declined to take more than 30, because I do not think my house is capable of taking more than that number.

325. Boys can lodge nowhere but there?—In Dr. Russell's time there were boarding houses in the square, but that is not the case now. In one house there were 140 boys.

326. Do you mean one of the houses in the square?—Yes.

327. Were those houses beyond the precincts of the school?—Yes, beyond our walls.

328. If there are no longer to be houses taken *extra muros*, it is practically in the power of the schoolmaster to limit the numbers to the 200?—Quite. I have full power to limit the number of boarders and day boys, subject to the approval of the Governors.

329. Can anybody else but the Head Master and under master take boys?—There is no provision for boarders, except in the houses of the Head and Second Master. The reader can take three or four private boarders.

330. Therefore you are decidedly of opinion that if houses are not to be taken beyond the walls, 200 would be a sufficient number, even though new buildings for the accommodation of 40 are provided?—Certainly.

331. (*Lord Devon.*) Am I correct in supposing that on more than one occasion during the time your school was so full, in the years preceding 1829, a fever broke out in these houses?—I do not think that such was the case.

332. Is there any space within your gateway in which provision could be made for boarders, other than at present existing?—I do not see how, without encroaching very much on the open space.

333. (*Lord Clarendon.*) It would be very inexpedient?—Yes; you must remember that with us there are 80 old gentlemen living as pensioners, quite independently of the school, and that they occupy two of the courts.

334. (*Lord Lyttelton.*) I apprehend that the mere addition of 16 boys to the foundation will have no effect on the proper construction of this order of 1845; the additional number of scholars will not involve any addition to the total number of the school?—No; the order does not mention the number of foundation scholars.

335. It does not imply that the number of scholars must remain the same?—I think not, though probably at the time there was no account taken of any increase in the number of foundation scholars.

336. (*Lord Clarendon.*) In answer to question 18, you say, "additional to monitors and fifth form 10*l.*;" does each boy pay 10*l.* to the monitor?—The charge is 80*l.* per annum for a boy in the lower part of the school; and a boy in the upper school pays 10*l.* extra; when a boy gets into the fifth form, instead of paying 80*l.* he pays 90*l.*

337. (*Lord Lyttelton.*) Each monitor pays that?—Yes; every upper boy pays that additional sum.

338. (*Lord Clarendon.*) I understood the monitor was paid it?—No.

339. (*Lord Lyttelton.*) A monitor of the fifth form pays more?—All boys in the sixth and fifth forms pay 10*l.* extra.

340. (*Lord Clarendon.*) "Charges for stationery "and books are under the control of the masters of "each form and house." Do you take care that the boy does not spend more than is right?—Supposing a boy comes to the school and is found to want school books, the bookseller cannot supply these books without the signature of the master of the form, or the master of the house in which the boy is; it is the same with the stationery; if a boy wishes for paper or pens, the school stationer comes round once a week, and any order has to be countersigned by the master, so that a boy can have no books or stationery from persons connected with the school without the direct sanction of the masters.

341. He might get them from elsewhere?—It would not be with our sanction. It would not appear in our charges to the parents.

342. (*Mr. Thompson.*) What does he get from the bookseller?—Books for school purposes. The bookseller may not supply any book without the previous sanction of a master.

343. (*Lord Devon.*) A boy has no opportunity of going to the bookseller's shop at all?—None, except by special leave from a master.

344. (*Lord Lyttelton.*) We have no detailed account of the expenses of the boarders which we have had in some other cases; you say the annual expense you consider to be about 100*l.* per annum?—Yes.

345. Are the minimum and maximum far apart? What is the range of expenses?—I have known some less than 100*l.*, some are not above 90*l.*, and a few below that amount. It depends so much on the position of the boy in the school, and whether he learns German, drawing, or chemistry, &c.

346. What is about the usual maximum?—About 110*l.* I should think would be the outside for an upper boy. I was at the school as a boy nine years, and I know my father calculated it had been as near 100*l.* a year as could be.

347. Would you say from 90*l.* to 110*l.*?—Yes; I should think that would quite express the amount.

348. (*Mr. Vaughan.*) In that charge of 80*l.* per annum, you do not distinguish between education, board, and washing?—No.

349. Is there any understanding in the school as to what the charge is for education?—There is not.

350. Only that it is 18*l.* 18*s.* for the day scholars?—Yes, because in that case no question of board or washing comes in.

351. (*Lord Lyttelton.*) As to question 20, you consider that there is absolute equality among the boys?—As I explained the other day, I do not think that a day boy is ever quite on the same footing as a boarder, because he has not the same opportunity of mixing in the common life of the school, except during the few hours in the day when he is there, but I do consider the feeling between the boarders and day boys to be of a more kindly and friendly character than it was some years back. As an instance that there is no difficulty whatever now in a day boy taking part in the game of cricket, it so happens that within the last few years there has occasionally been a day boy in the "cricket eleven;" that will show that there is no practical distinction; but the day boys have not the same means of forming intimacies as the other boys have.

352. (*Lord Clarendon.*) Do not those day boys find difficulty rather in keeping pace with the boarders?—Some of the greater successes at our school have been won by day boys. To counterbalance the disadvantages of not being a boarder, they have a quiet home, and a studious boy would perhaps have more time to himself than a boarder.

353. (*Lord Lyttelton.*) Should you say that the day boys are at all looked down upon by the others? Are they not in a lower position?—I think that a few years ago they decidedly were, but I think that the feeling is now wearing away.

354. To what do you attribute that feeling?—To a variety of reasons. I think the feeling of boys generally, is a gentler one than it was when I was at school. I do not think boarders are so rough now as they were towards one another. I also attribute it to the fact of many of our day boys being the sons of persons equally as gentlemanly as the others. For

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the last few years the boys at the head of day boys have been almost invariably the sons of clergymen and professional men, which has conduced, I think, to a feeling of equality with the other boys.

355. (*Mr. Thompson.*) Would you say that there has been any such feeling between the boarders and the foundationers?—It seems always to have been a footing of perfect equality; but, if there is any difference, the foundationers are considered rather the higher of the two, because of their connexion with the Governors who have nominated them.

356. Do you think they would run any danger of this kind—supposing the foundation scholarships were open to universal competition—do you think that the social rank of the boys would become lower than at present?—I think that to a certain degree it would.

357. Would you apprehend any evil consequence from that; would you apprehend that the position of the foundationers in the school would be lowered?—I think it would, and the difficulty would be this, that until the system was thoroughly introduced, the old element of the gown boys might be hostile to the introduction of boys of a lower class.

358. Your view may be something like this, that you would not have the whole of the scholarships thrown open to competition, but only a portion of them, retaining the principle of patronage along with the principle of competition?—That is my view. As a London school I think it is essential that it should be so, because the fact of the Governors having the power of nomination conduces to the gentlemanly character of the school.

359. That is not quite the object of my question. I ask you whether you would prefer restricted or unrestricted competition in this sense; would you prefer, for instance, that half the scholarships should be thrown open to competition, and the other half be kept in the hands of the Governors, or that they all should be thrown open to competition?—I should prefer their not being all open to competition.

360. Not even among the town boys and boarders?—No. I should say that any system of that kind should be introduced gradually, because unless the numbers of our school were to increase very largely, it would open the competition to very inferior boys; if you had too many open in the year it would lower the standard very much.

361. It would not raise the standard of learning much, and it would certainly lower the condition in life of the boys in the school?—I think that that would be the case.

362. (*Lord Lyttelton.*) Have you any children of tradesmen in the school?—There are occasionally some.

363. Are there any among the boarders?—There are a few from time to time.

364. (*Mr. Vaughan.*) You mentioned that there was one boy among the day boarders in the cricket eleven?—There has been not unfrequently.

365. It is not a peculiarity of this year or any particular time, but it generally is so?—If he was qualified to be one of the eleven he would be taken, whether he were a boarder or day boy.

366. Is not that rather a small number of day boarders, considering the relative numbers in the school?—It is because many day boys do not practically take much part in the games; in the summer quarter, for instance, a great part of the day boys go home to their friends, though they are quite at liberty to remain and take part in the games.

367. With regard to the point you have just mentioned, as to the throwing the scholarships entirely open tending to lower the social condition of the boys in the school, would your opinion remain the same if that restriction about poverty and all the other restrictions were removed. There is a restriction at present, which in fact, to a certain degree, makes poverty a condition; supposing that restriction and other restrictions were removed, tending to limit the competition, do you think that competition perfectly open would tend to lower the social *status* of the scholars?—I think it would if we were still in London and if we did not have a large number of boarders independently of the foundation.

368. Can you say how that would bring a lower element than the school now consists of?—Yes; here I think the school would mainly consist of day boys and the foundation scholars, with the boarding element almost left out.

369. Why should that destroy the boarder class?—I mean that many boys now come as boarders with the hope of their competing for the scholarships; they would not come so frequently if the competition was universal, and if all restrictions about being previously in the school were removed. A boy would be kept at any school at which he might happen to be, and would be sent up to Charter House to take his chance in the examination, and therefore you would destroy one of the great motives to a parent's sending boys as boarders with a view to competing.

370. Have you not a great many boarders who do not think of competing for the foundation?—The total number of boarders is small.

371. Do you conceive that a large proportion of that number come there in the hope of getting on the foundation?—I think that the proportion is increasing, and I think it would be more so if more scholarships were thrown open. I can only judge now from the fact that parents write me to say that they should like their boys to compete; it evidently forms a great point in deciding to what school to send them, because the prize is so very great.

372. (*Lord Devon.*) I understand your view to be that you would extend that principle, which has already been recognized with regard to two of the scholarships, to a larger number?—I would.

373. And that you would limit that competition to those who had been educated for a certain time in the school?—I would.

374. And with regard to the remaining foundationers you would leave the principle of nomination as at present?—Yes.

375. Subject to an examination probably of a somewhat stricter character?—Yes.

376. What proportion of the gown boys do you think it would be well for the school to open to competition?—I think that the system works better by being gradually extended; it is desirable to keep up a good standard of competition; I should say that at present four annually open would be sufficient, because if you make them too common you make the standard too low, and give the boys an enormous reward for doing what would really be very little.

377. (*Lord Clarendon.*) That only has reference to those going to the university?—Yes.

378. That diminishes the numbers of those who compete for the exhibitions, and therefore if they were to be largely increased they would almost all get them?—Yes, and that would be as great an evil as anything at present.

379. (*Mr. Thompson.*) With regard to the residue of nominations which you would leave as at present in the hands of the Governors, you would wish their choice, I suppose, to be restricted by the same conditions as are at present imposed, viz., that they should take into consideration poverty and other similar qualifications?—If I may be allowed to say so, it seems to me to follow that such a limitation practically ought to be made on the nomination system, as a Governor who nominates a boy is able to ascertain of his own knowledge whether the boy requires the assistance which the Foundation affords.

380. Would you retain that limitation in the case of candidates admitted to unlimited competition?—I would not, for the reasons which I have already stated.

381. You would make it an unlimited competition?—Yes.

382. But you would retain the condition in the case of nominations to scholarships?—Yes.

383. You have said that you wished there should be two classes of scholarships hereafter, one thrown open to competition, the other left in the hands of the Governors; my question was whether, to take the case of the nomination left in the hands of the Governors, you thought that the Governors ought to be restricted in their choice by the same conditions as are at present imposed by the statutes, or whatever passes for statutes, in the school?—There are no restrictions actually prescribed in the case of nominations, I believe, except in point of age.

384. Not of poverty?—There is no prescribed restriction. The whole school is spoken of through the charter as consisting of poor children, but the boys who come are generally of a different class from those who were, I should think, originally described as "poor children."

385. You would remove the restriction as to those who compete?—Yes.

386. You think it an unnecessary and injurious limitation in that case?—I think so. Parents are perplexed to know what the meaning of it is, whether they can in certain circumstances say that they require such aid or not.

387. (*Lord Lyttelton.*) The Governors are distinctly required to appoint only the poor, are they not?—I should presume that the charter, from various expressions which occur in it, contemplated a different class from that which we have; I think it implies a scholar of a lower order of society than practically has been the case, though many of the boys who are nominated are, doubtless, really in need of help towards ensuring a good education.

388. (*Lord Devon.*) Assuming for a moment your view to be carried out, and say that out of the 60 foundation scholarships nominated, 20 perhaps were attained by competition among boys who had been for some time in the school, and the other 40 owed their admission to the nomination of some of the Governors; do you consider that the boys so nominated would be treated by the others as on an equal footing, the one owing his admission to intellectual exertions, and the other to nomination?—I think they would. I observe at present no difference. There are eight or nine boys now on the foundation who have been elected by competition. They seem to me to be practically on an equal footing.

389. (*Lord Devon.*) You are aware that at Westminster admission to the foundation has always been obtained by competition?—Yes, by competition among boys in the school.

390. (*Lord Lyttelton.*) Do you wish permanently to retain the system of nomination by the Governors?—I think that the system of competition ought to be gradually introduced, because I think that it is difficult to say what its effect would be if it was thrown open largely, and I am in favour of retaining a certain number of nominations, for the reasons which I have stated.

391. (*Lord Clarendon.*) As to question 22, I see a few of the upper boys have small rooms or studies; I suppose that is a privilege that is valued, how is it settled?—Generally by the order in which the boys stand in the house to which they belong. If there was any dispute it would be referred to me or the master of the house in which the boy was.

392. "In all the houses the boys sleep not in "separate rooms for each boy, but in rooms of varying "size, and are arranged according to their position in "the school;" is great care taken about the ventilation of these rooms in which these several boys sleep?—In all the rooms I think the windows are large enough to admit a great deal of air. I think that the rooms generally are sufficiently ventilated.

393. (*Mr. Thompson.*) You have no means of ventilation except the windows and the fireplace?—No, but the windows are generally open the whole of the day if it is fine.

394. Do you think that is enough; do you think it will be necessary for the boys to open the windows at night?—I do not think that it is necessary, though in summer nights it is no doubt occasionally done.

395. (*Lord Devon.*) Does it happen to you, or is it a part of your routine, to go into the rooms after the boys are in bed?—Always when the boys go up to bed, before the servant leaves the room, a master in each house goes round all the bedrooms.

396. Do you find anything offensive about the rooms?—I cannot say that I do; I think I am right in saying that two of the rooms, the rooms of the old foundation buildings which you saw the other day, have been objectionable, but, from the alterations now being made, they will be much improved.

397. Have you, in your personal experience, found anything offensive on entering those rooms?—I have not.

398. Your servant goes into the rooms in the morning before the boys are out of bed?—Yes, he goes to call them.

399. Have you ever heard from him any complaints as to the state of the atmosphere in the morning?—I have not.

400. Was it the case some years ago, within your experience as a boy?—In the house in which I was a boarder the bedrooms were more crowded than I allow them to be at present; and it is from the comparative deficiency of the bedrooms that I have lowered the number of boys in my house from 40 to 30.

401. (*Lord Clarendon.*) How many boys are there in a room?—In my house the greatest number is 8; with the foundation boys it is 12, the room in which they sleep being a very large one.

402. (*Mr. Thompson.*) They all have fireplaces, have they not?—In the second master's house two or three of the large rooms have not.

403. (*Lord Lyttelton.*) Are these separate studies much valued by the boys, do you think?—I think that they are. The greater part of the upper boys in my own house do practically sit in the long room, though they may have studies of their own, except when they are doing any special work.

404. Do you think the small size of the studies has anything to do with that?—I think so, certainly. I have tried to extend them, but there is no means of doing so. I do not know that it gives rise to any complaint, and it has the advantage of having the upper boys in the room where the lower boys are.

405. Do you think for young boys under 15 separate studies are less desirable than for older ones?—My own feeling is in favour of boys being together rather than in separate studies; I think they are more under discipline in that way, especially if you have higher boys in the room. I have had no experience of the other system.

406. (*Lord Lyttelton.*) With regard to foundation scholars, they have a common place for washing, with a perpetual supply of water; I believe that place is not considered so large as it ought to be?—Certainly not.

407. Is there to be some new provision?—There is a large room into which you went, which is to be a room entirely for that purpose, and the old washing place is to be used only for occasional purposes.

408. Will that not be for the use of all the scholars?—It is possible that more upper boys may have the privilege which the monitors have of having washing-stands in their own rooms.

409. The use of the place we saw the other day would be discontinued for all the boys?—Yes.

410. The head boy in each room of all the houses need not be a boy in any particular part of the school?—No, it is entirely in the discretion of the master; if there is any disturbance he is expected to tell, upon inquiry from a master or monitor, who it is that is making it; he has a kind of monitorial capacity as far as the bedroom is concerned.

411. (*Mr. Thompson.*) Would you say that all the boys are able, out of school hours, to study without interruption or persecution by the non-studious part of the school?—I suppose that a boy

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now and then is likely to be interrupted; but, speaking generally, I do not think it is the case that a boy who works is persecuted.

412. Is a great deal of work done out of school hours?—In the evening there is work to be prepared for the next day, and in order to provide for all having a certain time for work in the evening, during the winter months from eight to nine strict silence is observed in the house, and during that time no one is allowed to move from his place without the leave of the monitor.

413. Have you ever heard of a time when the case was very different?—I have. I do not at present find, as far as I have the opportunity of observing, that a studious boy does not do his work as well as you could expect of him.

414. (*Mr. Vaughan.*) You say that in the day time, in the lower part of the school they generally sit in the school room; is that a matter of compulsion?—Yes, they are in school for a definite time.

415. During that time is there some one always present?—Some of the masters are always present, and the monitor too.

416. Do you suppose that the time they are forced to be in school is as much time as they ought to study during the day?—Yes.

417. It is a provision for two things, first, that they should study to a certain amount; and secondly, limiting the amount of study?—It is so.

418. With regard to the bed rooms at night, are they locked in?—The junior boys are in my own house and in that of the foundation scholars. In the second master's house the head boy of each room has a key. In my own house the rooms are so arranged that by simply knocking at the door it is utterly impossible that either the monitor, myself, or the matron should not hear him.

419. Do you suppose the thing is so arranged that supposing a boy is taken ill he could get out of his room?—I have never known any case not met in that way in any of the houses.

420. That depends entirely on somebody hearing him and going to him?—Yes, but it is so arranged that he must be heard.

421. Do you think a boy would not be considered a nuisance for making a noise?—Not at all. I have often had to let a boy out myself.

422. Do you not think that it would be a very great check on a boy if he thought that the Head Master might have to come himself?—I have not found it so. I do not make any trouble of it to them, and I have never found them in the slightest degree reluctant.

423. (*Lord Clarendon.*) What would be the harm of leaving the door open?—They could get down into the long rooms and sitting rooms at night, and also to other bedrooms; and this might lead to serious breaches of discipline and discomfort to quiet boys.

424. That might be heard?—They might go quietly, without being heard.

425. Could not they get at the lights, could not they play cards in the bed room?—They might conceal a light, but the evil which would arise from going out of the bedrooms would be, I believe, far greater than any which is likely to arise under the present system.

426. (*Mr. Vaughan.*) Is it the practice in the sleeping room to keep a light of any kind during the night?—It is not.

427. Do you think on any account that that would be desirable?—I think it is undesirable.

428. (*Lord Devon.*) Have you gas in your house?—Yes.

429. In the passages?—Yes.

430. There would be no difficulty in keeping a small gas jet burning in the passage?—Not at all, but I think that it is unnecessary.

431. I suppose if you were summoned in the night to let a boy out, you must remain there to lock him up again?—So I do; I go up in about five minutes; it is not any trouble, and neither as a boy nor as a master have I found any inconvenience from the present system.

432. (*Mr. Vaughan.*) Is it the habit at Charterhouse to expect boys to prepare any of their lessons during dinner?—It is not expected at all.

433. Is it at all the custom for them to prepare any of their lessons during dinner?—It is not so, except occasionally on Monday. The fact is that there is a history lesson in the afternoon, and some of the boys look it over at dinner time.

434. Do you not think it would be a good thing absolutely to prohibit the learning of their lessons at dinner time?—It might be very easily done; but I really do not think that any harm arises from the present custom.

435. It is allowed to be a very unwholesome practice?—If constantly done it might be so, but Monday is the only day on which it is done.

436. (*Lord Clarendon.*) As to question 26, I see a pastry-cook comes to the boys?—Yes.

437. (*Mr. Vaughan.*) You say that the pastry-cook attends regularly three times a week?—Yes.

438. Is that on days on which the boys are not allowed puddings and tart at school?—Yes, they have no pudding on Wednesdays, Thursdays, and Saturdays, which are the days on which he attends.

439. (*Lord Lyttelton.*) As to question 30, there are three boarding houses, are there not?—Two. The reader takes a few private boarders.

440. So that the choice of the parents is the choice between two boarding houses?—It is.

441. Is it usually the case, as I believe it is now, that the Head Master's house is so much more full than the usher's?—There is a natural preference for the Head Master's house.

442. (*Mr. Thompson.*) The rooms are exactly the same?—As nearly as possible. It makes no pecuniary difference to the second master and myself whether a boy comes into my house or that of the second master, and *vice versâ*, because we consider them both as one, and we divide the profits of both houses in a certain proportion.

443. (*Lord Clarendon.*) As to question 32, I see there is an addition to the number of boarders in your house?—Yes, at the time I drew up my report, it was not full.

444. Thirty is your full complement?—Yes, and I might this term have had more than 30, but I could not take them all, as I would not go beyond 30.

445. As to section III., question 4, who examines the boy before he is admitted in classics and mathematics?—When a boy comes I generally ask him what he has been doing, and I can at once see within certain limits under which master he is likely to be, and then I ask that master to examine him whether he thinks him fit for his form; if he is not up to the standard of his form, he asks a lower master to take him, and *vice versâ*. Boys sometimes come who have read much, and yet may really know nothing of the elements of the grammar, and the examination is instituted for the purpose of discovering what real knowledge the boy has.

446. What you look to in a boy's coming into the school is, that he should be well grounded?—Yes.

447. (*Lord Devon.*) As to question 7, you have absolute power to modify the system or course of study as regards those not on the foundation?—I have; it is only in the case of the foundationers that any question can arise.

448. Has any question arisen during your experience?—Never.

449. (*Lord Lyttelton.*) How do you interpret this, "No substantial change can be made in the case of "foundation scholars without the sanction of the Go-"vernors;" do you think that follows strictly from the terms of the charter?—Practically I am left quite free and independent in any matter connected with the instruction.

450. With regard to the foundation, if the Governors thought proper to stand on their proper right, could they control the course of instruction in that

respect?—I should conceive they can; practically I have never known any difference arise. As regards German, I was mentioning that, thinking it good that the boys in the sixth form should learn it, I applied to the Governors for a grant in respect of the foundation scholars; as to the other boys, I could do it myself.

451. (*Mr. Vaughan.*) Is it not the case that your having the legal authority over the one set and the Governors over the other set, still leaves it necessary that one should be left in the control of the whole school?—Practically I do have the control of the whole school.

452. I was asking a question slightly different, whether the mere fact of there being two sets of boys learning together, although under different authorities theoretically, does not make it necessary that one should determine questions with regard to the education of both?—The Governors delegate authority to me for the management of the school, but if the Governors thought some particular study desirable, it would be my duty to attend to their wishes.

453. Would not the effect of this be, that it would force you also to teach the other boys the same thing?—That would be so, practically. I have never known any difficulty to arise.

454. (*Lord Clarendon.*) As to question 8, in all matters of importance it is the custom of the Head Master to consult the assistant masters?—Yes. There is nothing actually prescribed as to the position of the assistant masters with reference to the Head Master, but it is my invariable custom to mention to them any point which I consider of any importance to the school, and to ask their opinion.

455. You have no periodical meetings?—No. Practically we meet every day in school; we stay till the boys have gone out, and if anything has occurred some one mentions it, and if it is anything special it is discussed among us.

456. And do you consider they are quite free to make any suggestion to you?—Quite so, and I do not think they would shrink from so doing.

457. (*Lord Lyttelton.*) Your own authority is complete in the matter?—Yes.

458. And you feel the entire responsibility?—I do.

459. Is there practically much difference in the amount of your authority between the usher and other masters?—The usher is appointed by the Governors, and in my absence has authority over the whole school. In all matters I should especially consult him, but I feel the entire responsibility myself.

460. (*Lord Clarendon.*) As to question 9, "in "the classical divisions the subjects which are taught "include geography, history, ancient and modern, "and divinity;" is it modern geography?—Both ancient and modern. There is always in the lower forms a lesson in modern geography every Monday afternoon, and in their classical work questions are asked of the boys as to the position of the places which occur; maps are often set by way of exercise, sometimes of ancient and sometimes of modern geography.

461. How low do you go down in modern history, do you avoid recent times, the present century for instance?—We have no limit. We certainly include the reign of George III. Modern history is always one of the subjects at the examination, and high marks are given for it.

462. It is once a week, is it not?—Yes, in all the school.

463. And divinity on the Sunday?—Yes, and on Monday morning, and in the morning of Saints' days.

464. (*Lord Devon.*) What proportion of time in either day is devoted to divinity?—The whole of first school on Monday, which would be about three quarters of an hour, and in second school there is always a Greek Testament lesson, and for those not far enough advanced for the Greek Testament there is a biblical lesson.

465. The Greek lesson has been prepared the previous day?—Either in the evening of the previous day, or the morning.

466. (*Lord Lyttelton.*) When is the modern history lesson?—On Monday or Tuesday afternoon, and for the higher forms there is generally an historical essay every other week.

467. For instance, in Table D., the sixth form do history from three to four on Tuesday?—Yes, that is all prepared beforehand. I give them questions upon it, which they answer on paper, and for which I give marks.

468. Does that apply to modern history too?—Yes, once a week we do either ancient or modern history.

469. That is work which has been prepared beforehand?—Yes.

470. (*Mr. Vaughan.*) You say the boys rise by proficiency; do they rise only by the annual examination or by proficiency otherwise ascertained by marks?—Sometimes by the one and sometimes by the other. Suppose, for instance, a boy was placed in the third form, and he remained at the top week after week, he would be put into the form above. We have also an examination every year, at which every boy moves up from the form in which he is, unless he is very backward. A clever boy would get a remove oftener than that.

471. It strikes me, from looking at the table, that the move is rather more rapid than once a year?—In the upper part of the school it is so in some cases. In the lower school the rule is for a boy to remain a year.

472. Am I to understand that at any period of the half-year at which the boy should appear to be thoroughly ripe for promotion he would be removed?—Except in an extreme case he would not be promoted till the end of the quarter.

473. At the end of the quarter is there a general promotion through all the forms?—The general promotion is only once a year.

474. Is that done by examination?—Entirely by examination.

475. That being the case with the classical, what is the case with the French and other forms, in which you say that the boys rise by competition?—That is entirely left to the French master. He has an annual examination, but he is also free to move a boy at the end of a quarter, or at any time when he thinks he is fit to be moved into a higher class. The French classes are perfectly distinct from the classical and mathematical classes. If a boy is too good for the third class he has power to move him into the second, or from the second into the first, as the case may be.

476. You say the French classes are entirely distinct from the classical; do you mean that there is no limitation at all, so that a boy might be in the lowest class in French and in the highest class in classics?—Theoretically he might, but practically he would not, in such an extreme case. If he knew no French, the French master would take him by himself. The case which you mention arose a very short time ago. A boy whose parents did not wish him to learn French did not learn it in the lower part of the school; when he was in the sixth form he had a desire to go to Woolwich and the French master took him separately.

477. Promotion in the one does not in the least degree interfere with promotion in the other?—Not in the slightest degree; it is perfectly independent.

478. There is no weight at all attached to French or mathematics in promotion in the classical schools?—To French, none at all; but in mathematics I may mention a system which I have introduced. Every week a boy is marked according as he has done his mathematics, and these marks are added to his classical marks, so that his place in his classical form is affected by these marks, though his position in the mathematical classes is distinct from his classical position.

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479. (*Mr. Thompson.*) But the mathematical marks do count?—Yes; those marks are given for industry, not for the actual proficiency.

480. (*Mr. Vaughan.*) In the classical school you have no apportionment of the marks such as compels a boy to have a certain proficiency in history or divinity; he may make up his marks as he can?—Yes. I have tried to explain in my written answers our system of marking; if he did not know his history he would lose places in his form and be marked accordingly, and *vice versâ*.

481. How would it affect his promotion?—That is only by the general results of his marks at the examination, of which in the classical forms classical marks would have the preponderance; but history is one of the subjects included in such examination.

482. (*Lord Clarendon.*) As to question 10, "The "head mathematical master is the next in importance "in the school to the second classical master"?—Yes.

483. Is the learning of mathematics compulsory on the whole school?—Yes.

484. Do you consider that the progress made is sufficient?—I think there has been a great improvement during the last few years, and I look forward to still greater improvement, because we have now two new mathematical masters, and I have so arranged that the head mathematical master, instead of being burdened with classial work, will have entire control over the mathematical school, and all his time will be devoted to mathematics; he will take the head division and he will do very much what I do in classies; namely, exercise a general superintendence over the mathematical classes. I applied to the Governors some time ago to appoint a head mathematical master, but I was unable to free him entirely from classical work; by the change that has taken place recently in masters I have now made that arrangement myself, and of my own accord, so as to get mathematics on a better footing than I consider they hitherto have been.

485. What branches of mathematics are read; do you go into the higher branches?—The boys in the highest division do trigonometry and conic sections, and some boys occasionally the elements of the differential calculus; Euclid, Algebra, Arithmetic, trigonometry, conic sections, and mechanics are the subjects generally read in the highest division.

486. Do many boys attend the chemical class?—A very fair number, from 40 to 50. About 40 is generally the average. It is quite voluntary.

487. And is that taken out of the play time?—Yes.

488. The singing master, is that quite voluntary?—Yes, under certain limitations. It is entirely voluntary for non-foundationers, but certain classes of the foundationers are required to attend, with this limitation, that if Mr. Hullah finds that they have no voice or power they are exempt from attendance. Practically it is voluntary.

489. "For non-foundationers the study of French "is not absolutely required, but practically very few "boys do not learn it, and only from some special "reason, or by the express desire of their parents." It appears to me that there is little or no stimulus or encouragement to learn French at Charter House. It not being absolutely required, it is practically not learnt, I should think?—It is a very exceptional case for a boy not to learn French in his progress through the school, and the boys are arranged in French classes, quite distinct from the other classes. Prizes are given for French.

490. But if a boy chooses not to learn French?—It is his parent who determines, except in the case of foundation scholars. I always recommend it myself. I had thought myself of making it absolutely necessary; practically I find that it is hardly ever the case that a boy does not learn it. My custom is, to communicate with the parents from time to time and tell them that in my opinion it is desirable their boys should learn the language. This case has sometimes happened, that a boy has been brought up in France, or that he had special opportunities of learning French, and that his parent thinks he has a sufficient knowledge of French, and that he could be doing more by learning mathematics; but that is quite an exceptional case.

491. There is this difference between French and German, French is not absolutely required, but German is required of all boys in the sixth form?—Yes, that is by a recent regulation.

492. You would not require French of them?—Of the foundationers it is required. Every foundation boy who is not learning German must be learning French.

493. But those who are not foundationers?—Theoretically it is optional, but practically nearly all learn.

494. But not with respect to German?—No, it is not at present. Out of my sixth form of 14, 12 are foundation boys.

495. (*Lord Lyttelton.*) What is the whole of the time given to mathematics in the upper part of the school?—Every boy in the school is engaged in the study of mathematics from half-past 9 to 12 on Wednesdays and Saturdays, but he has also work to prepare out of school.

496. How much time do you suppose a boy ordinarily spends in preparation?—It would vary very much. Some boys in the upper division take a great deal of time.

497. Two hours more a week?—Yes, a boy who does his work thoroughly ought to take quite that time.

498. What proportion of marks are there in mathematics to the marks in classics in the general examinations?—They are quite distinct. We have our divisions separate, we have classical classes, mathematical classes, and French classes. Very often a boy in the sixth form may in mathematics be in a low division; it is by his proficiency in each subject that his place is determined.

499. I see there are prizes given for French?—Yes.

500. Are they much on a level with the classical prizes?—In point of value they are. Some of them are more valuable. That is left to the discretion of the teacher.

501. (*Lord Devon.*) Who examines?—Mr. Mariette himself has hitherto done so. It may be a question whether that is desirable.

502. (*Lord Lyttelton.*) Does he teach French and German?—No.

503. (*Mr. Thompson.*) Do you think once a week enough for German?—I doubt whether eventually it may prove so. I found that there was a reluctance on the part of the boys to the introduction of a new branch of study. I wanted gradually to introduce it.

504. Do you find that more boys take an interest in German?—Three or four do.

505. Are they able to read a plain German writer without much difficulty?—Yes, two or three certainly are.

506. And to pronounce it with tolerable correctness?—Yes.

507. (*Lord Lyttelton.*) In French a boy does lessons four hours a week?—Yes.

508. (*Mr. Thompson.*) Are you in favour of teaching German in public schools, or do you think it is a thing chiefly useful in a literary point of view to persons who intend to devote themselves to a literary life?—In a school like ours I should be in favour of limiting it to the boys at the top of the school as a necessary study.

509. Is there any incompatibility between the two things; is it possible or easy to teach a boy to pronounce French and to pronounce German at the same time; do not the two rather clash?—I think it is very possible. Some boys who have learnt German have ceased to learn French.

510. (*Mr. Vaughan.*) I think you told us that each mathematical lesson is from half-past 9 to 12?—Yes.

511. So that there are two and a half hours for one lesson?—Yes, twice a week.

512. Are they working the whole of that time?—Yes, they will be working in some mathematical subject, perhaps half that time with Euclid and the other half with algebra.

513. Do you find that two and a half or two hours is too fatiguing?—I do not think so.

514. Do you think the boys make greater progress in that manner?—I think they do.

515. I see the same is the case with the German lesson?—Yes; for instance, the German master practically forms his class, which is but a small one, into two divisions; he has the upper division with him from 2 to 3, and the other division from 3 to 4. The other hour is occupied in preparing work.

516. Then with this arrangement there is nothing to be allowed for preparation out of school?—The best boys would take other times.

517. It includes the preparation, generally speaking?—Yes.

518. You say that there is a chemical lecturer, what is his name?—Mr. Stewart.

519. Is he a chemical lecturer anywhere else?—He lectures at several schools. He also happens to be our lower mathematical master. He has some very good models which he has made. He teaches chemistry at the City of London school.

520. He does not teach it at any hospital?—I believe not.

521. Do you know the extent the chemical teaching covers? Does it cover electricity?—Yes, last quarter that was the subject on which he lectured.

522. Has he a regular course of subjects?—Yes, and he gives out beforehand what the course will be.

523. Has he a regular series that will extend over a year or two years?—Yes; I believe he arranges so as not to repeat the same course within a certain time.

524. Is it simply the delivery of a lecture and experiments?—Yes. He examines the boys from time to time, and gives prizes at our annual examination.

525. Is there any other work at lecture besides the lecture?—Yes, at the beginning of his lecture he generally asks the boys what he taught them last time.

526. Is there any classification of scholars according to proficiency?—Yes, there are two divisions for the whole school. Sometimes, if a boy is just beginning to learn, and is in the sixth form, he would not put him with the little boys.

527. What is the number of boys who attend?—It is about 40.

528. It is optional, is it not?—Quite voluntary.

529. Although it is taken out of their play, you have an attendance of 40 out of 120?—Yes.

530. Is that a pretty constant attendance?—I think very regular indeed.

531. I suppose I need hardly ask you whether, on the whole, considering it is taken out of school-hours, it is very popular?—The subject is decidedly popular, especially among the lower boys.

532. Do you know enough of the nature of the class to know whether the same boys continue in it for a long time together?—Some boys have been in it for a year and a half.

533. Are they allowed to attend at any part of the school?—Yes, any boy who likes may attend.

534. Do you happen to know as a matter of fact whether the lecturer is in the habit of rejecting boys from the class because they are too young?—I could not say.

535. You think there is a constant testing of acquired knowledge?—I think there is.

536. What would happen supposing he found a boy grossly deficient, would he mention it to you?—He would recommend the boy to leave off, I have no doubt. It is so entirely voluntary, that I do not exercise any close superintendence over it. I go into the room from time to time, and it seems to me the boys take very great interest in it; it flags during the summer time, but in the winter time it is a great benefit.

537. Do you ever hear him speak of the progress of the boys?—Yes, he shows me a few of their papers, so that I may commend them publicly at the giving of the prizes in the school.

538. Do you find that that assists the work?—He thinks so; he thinks it is an encouragement to the boys. He gives a prize; some machine, for instance.

539. Have you formed any impression as to the mode in which the boys make real progress in it?—In talking with Mr. Stewart he generally seems satisfied. I have found it of great benefit in the winter months, because of the interest it excites among so many boys.

540. (*Lord Clarendon.*) I am afraid, Mr. Elwyn, we must break off your examination, as the Dean of Peterborough wishes to be examined at once.

The witness withdrew.

The Very Rev. A. P. Saunders, D.D., Dean of Peterborough, examined.

541. (*Lord Clarendon.*) I believe you were Master of Charterhouse school for some years?—For 21 years.

542. How long have you ceased to be so?—Nine years.

543. Will you have the kindness to favour us with any information, with respect to the school in your time, as well as any specific information which you may be prepared to give?—I am ready to answer any questions that may be put to me as to the numbers or statistics generally of the school.

544. One question is as to the great rise in the first place from 238 in 1818 to 480 in 1825, and then the subsequent rapid fall?—I was a boy in the school, in 1818, in the height of its prosperity; Dr. Russell had just introduced the Bell system. The Bell system was turning a public school into a national school, making the boys teach each other, and govern each other; it had a wonderful effect at first; it captivated people most immensely. I am speaking of the time when I was a boy in the head form; I did myself credit in the school, at least I worked hard. We were drawn up before the Governors, examiners, and visitors to question each other; we were drilled to handle particular sets of questions which were to be answered before the examiners, Dr. Mant and Dr. Doyley, who were, to boys' ideas, rather a little soft. I was præpostor myself at one time, and I had been trained to ask these questions, as well as to give these answers, and these gentlemen went away wonder-struck. There was one feature about Dr. Russell's scheme, which was, the effort to do away with corporal punishment; that did not go down with the boys at all, because punishment there must be of some kind or other. The school received a great shock when, in my time, Dr. Russell substituted pecuniary fines for the old established school discipline, and we kicked at that very much; we did not like our allowance taken away. There was a famous rebellion of old Carthusians; they talked about the great rebellion for the abolition of fines and the restoration of flogging; we thought flogging was very gentlemanly, but fines most ungentlemanly. At last the school determined they would take it into their own hands, and they would have a general cry of "No fines, no fines." I was at Winchester first of

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all; it was a mere accident by which I left Winchester to go to Charter House; I had had as many cousins at Charter House as I had had brothers at Winchester. Circumstances led me to go abroad for a few months, and on my return I could not at once get back into Winchester, therefore I went to where my cousins had been; Dr. Russell was there then. Well, then, I think after we had this rebellion we had our hearts' content; for the day after abolishing fines, when we all walked into school together, we found a perfect forest of birch rods, and I should think that the whole school time of two hours was expended in the use and application of them; that was the chief *emeute* in my time. Independently of this particular question, having known what a public school at Winchester was, I was very sorry for the row and rebellion; I stood on the side of authority, and got Dr. Russell's very warm thanks for it; that was in 1818. Then the school went on rapidly to rise. I was very fond of Dr. Russell; personally no one could be more kind to me than he was, but I regretted very much the state of things, and now and then, perhaps, I took as many liberties with him as anybody. It was said that I could do that very safely; I suppose I was to a certain extent favoured, or, at all events, most gently used by him. He was a Christchurch man, and as soon as I, also of Christchurch, took orders, I became curate of Bishop Lloyd, Dr. Russell's cousin, and was pretty intimate with him (Lloyd), and that thickened my intimacy with Dr. Russell, and led, doubtless, to his nominating me examiner to the school. He listened to a great many of my suggestions, as a younger man, and so opened the way to my aspiring to the Head Mastership. When I became Head Master the numbers of the school were 100, but at the top of the school there were so many old boys, that it was not worth more than 90. In any calculation of numbers you should take away 44 or 45, and say these are the foundationers, the constant quantity; therefore, in fact, when I came to the school, and I tell you I found 90 boys, I did not really find more than 44, the variable element.

545. Why had they gone down in that way, and how had what you consider the delusion with respect to the Bell system been dissipated?—Why, I should say it was dissipated in this way,—that the boys who had been worked up under it came to be themselves parents and the judges of it. Our parents were taken in, and saw what appeared to them the results of this wonderful teaching and said nothing could be equal to it; but when the sons became old enough themselves to go to the university and to judge of it, then down fell the school.

546. (*Lord Lyttelton.*) That was the monitorial system?—Yes; it was not governing the school by virtue of age or office, but each separate form had a cocky little fellow who was put at the head of the class and who taught the rest of the boys. He, Dr. Russell, reigned "Jupiter Tonans" over the whole of the school, working himself brilliantly and indefatigably. He thought the work of the school was going on beautifully, but he was certainly taken in by apparent results. On one occasion I remember the sixth form were dancing to a chorus of Dante instead of construing a play of Sophocles as he thought. There was a præpostor of one form, who, being a little mite but a clever scholar, was put by Dr. Russell at the head of his class, but he said it was torture to him above everything; he felt all the responsibilities of his place. Dr. Russell would call out, "Fifth form, "where is your præpostor?" "Please, sir, here he "is," and they would hold him up by the neck. You cannot wonder after that that the school fell.

547. What became of the Bell system at Charterhouse?—I went back to the old system; every old Carthusian who had a son there came to me.

548. (*Mr. Vaughan.*) At the university in the meantime, what took place with these Bell system scholars that he sent up?—As little as possible. It is, perhaps, a delicate thing to speak of my own small merits.

549. (*Lord Clarendon.*) The practical result of the system was that the boys did not learn?—They did not *justify* at the university the expectations raised of themselves *at* the school, and they took a distaste for the practical working of the system.

550. Should you say that this system of teaching did not enable the boys to learn, that it failed?—It failed to a great extent. I should say that Dr. Russell was unmistakeably an admirable scholar, an indefatigable and excellent teacher himself, if he would have attended to the teaching like other masters. I really want words to express my opinion of Dr. Russell's energy and cleverness.

551. (*Mr. Thompson.*) You do not think that Charterhouse failed at Cambridge?—A very few Charterhouse boys at that time went to Cambridge, or at least, as an Oxford man, I lost sight of them.

552. Do you not remember any distinguished exceptions to that rule?—One of the most distinguished exceptions was George Currey, the present preacher, who was the captain of the school when I was there.

553. Do you remember any other, V——— for instance, and L——?—Yes, certainly, and Lushington.

554. You are aware that a very successful schoolmaster of the present day, the late Principal of Cheltenham College, was educated there?—I do not even know to which university he went. You are speaking about the state of feeling at the university.

555. I am only speaking now of the reputation enjoyed by the school at Cambridge in my own time, which was very high?—Dr. Elder was entirely brought up at this school. In the latter years I know that he began to doubt the Bell system himself. None of the masters liked it, and they got a distaste for it.

556. (*Lord Lyttelton.*) You came in 1836?—In 1832.

557. And you abolished that system?—Yes, and I went back as nearly as I could to the old system.

558. The school fell two years after you came, and continued to fall and then it rose again?—Yes, there began from 1832 a slight increase in the number of admissions.

559. The numbers were 99 in 1835 and 1836?—Yes.

560. After which they began to rise?—Yes, 133 was the number the last Easter *before* I came: I came late in 1832. The numbers 137 show the last printed numbers in Dr. Russell's time, but they fell *after* that to 100 *before* I came, and were stationary for two or three years at 99, and then they began to rise. The being stationary does not prove that the school was going down, it was that the number of increasing pupils was not enough to meet the number who were going off. I found the school with what Dr. Russell called his *third* form full of boys aged 17, 18, or 19, while the boys in the sixth form were perhaps 15 or 16. Dr. Russell's system was, to weed, as he called it, the lower parts of the school, and to get the clever boys to the head of the school.

561. (*Lord Clarendon.*) Do you think that the arrangement now made by the Master, and I believe, approved of by the Governors, for not permitting the number of boys to exceed 200 with reference to the accommodation there is for them within the walls, is a proper arrangement?—I think 180 is as many as they can very well take. We were receiving 193 in my time, and so much did I consider it of importance that it should be known there was a number fixed, that I petitioned and proposed it should be 180.

562. There is now to be an addition of 16 foundationers, for whom a certain amount of new buildings is in course of construction?—Yes.

563. Mr. Elwyn's idea is, that even though there is to be this addition made, yet the maximum number ought not to exceed 200; does that meet your view?—Yes; I am sure there is not playground enough.

564. You would not think it advisable to have recourse to Dr. Russell's system of boarding houses out in the square?—Certainly not.

565. Did not they work well?—No, I think not.

566. Were they prejudicial to discipline?—Exceedingly so, and to the comfort of the boys. After all, in these days, parents think so much of comfort.

567. (*Mr. Thompson.*) Do you think the *morale* of the school was lower at that time than recently?—*Morale* is a large word.

568. Well the morals, then, of the school, in consequence of Dr. Russell's system?—I think so.

569. (*Lord Lyttelton.*) When the numbers were so very high as 480 in the year 1825, are you aware what was the state of the school with regard to accommodation and comfort?—I am well aware of this fact; I know the bed-rooms were crowded fearfully; I know of the horror experienced to this day by old Carthusians from their recollection of the discomfort of the boarding-houses. The difficulty when I went there was, actually to bring back people to come and look for themselves.

570. How many boarding-houses were there?—I should think five or six.

571. For nearly 500 boys?—Yes; for in one or two of the larger boarding houses there were 150 boys crowded together. The Governors interfered, but I do not think Dr. Russell cared very much. There is a memorandum in Dr. Russell's hand, "The Governors "were pleased to order that their former order, "limiting the number of boys, should be attended to."

572. (*A Commissioner.*) I should like to ask you with respect to the relations between the Master of the hospital, as he is called, and the Master of the school. Is the Master of the hospital supreme in his superintendence of the school; can he direct what he pleases to be done there?—I do not think in the statutes there is a word to favour such an idea. There is not the slightest connexion of his name with the school; but we must presume, that as the Master of the hospital he governs the *whole* body, within which I suppose the scholars are included. I believe the true theory of the school is, that the foundation school is THE *school*, and all the other boys who are allowed, encouraged, or directed to live in the masters' houses are so either for the purpose of augmenting the incomes of the Masters, or for the sake of giving the scholars on the foundation the advantage of larger competition. I should deny the Master's right to interfere with the boys in my boarding-house any more than with my children. I always tried, as far as I could, to mark my respect to him as Master of the hospital in the eyes of the boys of the foundation.

573. Practically does he interfere in the discipline and administration of the school in a manner that affects those boys who are not on the foundation. I apprehend those not on the foundation must follow the same system as the foundationers?—He would say, that he did not intend to do so; in many ways he perhaps unconsciously does. Let me premise, without shrinking from the duty of frank and bold replies, that throughout I am as confident of the goodness of Mr. Hale's intentions, as I before expressed myself of Dr. Russell's energy and abilities.

574. Are Mr. Hale's intentions frustrated by his acts?—I think so, to a certain extent. For instance, at the general examinations he claims a place. Supposing a number of scholars on the foundation to be examined, it would be hard to deny the Master of the hospital a great share in the examination; but the foundationers are to be educated with 200 or 300 other boys. Of course, if the Master interferes with the one, that *pro tanto* will be an interference with the other. I do not blame him for that necessary result; I regret it only as incongruous.

575. In what way does he interfere with the examination?—He always comes and makes his observations, and not always in a manner so satisfactory as he himself would kindly wish to parties unaccustomed to daily intercourse with him.

576. He *presides* over the examination?—Yes, that is the word.

577. In other matters, with respect to the order and administration of the school, do you think that he interferes?—I do not think we ever allowed him. He would have carried it as far as he could, but we would not let him.

578. There is nothing that he interferes with now that you think would call for inquiry or remark?—It seems to me that he bothers the Masters very much, as he did me. He used to give private orders and instructions without consulting us, and we would come and find something done at the end of the holidays of which we previously had no idea. On one occasion, he altered the whole arrangement of the gown boys bed-rooms, and the result was, when I came back I found a completely new system introduced, which I was sure would lead to a great deal of mischief among the boys, and it did, and he had to put it all back again immediately.

579. He is not in the habit of consulting with the master of the school?—No. It is the one crying evil of his system, against which all his colleagues and subordinates are continually protesting, while they feel and express the highest respect for his person and his motives.

580. He gives orders "*proprio motu*"?—Yes.

581. (*Lord Lyttelton.*) The new buildings that are now in progress: have they been ordered, and are they being carried on under his sole direction?—That I cannot answer for, I have not been present lately.

582. (*Mr. Vaughan.*) With regard to the school. I looked through the statutes for the purpose of seeing, if I could, what power was given to the Master over the school. Is there, what I have really been unable to find, a clause in the statutes by which any power is given him over the foundation scholars even of the school?—I think not. He exercises great power.

583. (*Mr. Thompson.*) He acts in both capacities as Governor and Master?—Yes.

584. (*Mr. Vaughan.*) I wish to know, therefore, whether the power which he exercises over the foundationers is supposed to rest on the statutes, or if not whether on some provision made or some custom established before his time. I am speaking merely of the foundationers?—Of the Governors' Committee the Master is to be one. First of all, there is the Governors' Assembly. Then the Governors' Assembly must have five or six to make a quorum, and it is very difficult to get this number together, but a committee can do business with three; and in the order it is said, three to be a committee, of whom the Master is to be one.

585. That is, the Master must be one if there are three, not if there are five. As I read it at first sight the meaning is, that if there are three the Master must be one, but that this does not apply to the whole five?—I believe he considers that the examination of the scholars must go on by theory before the Governors; that if they choose to come down and say we will examine the school, they could do it, but they depute this to a committee, and of this committee he has a right to be one. I know there arose a question between him and Archdeacon Harrison, the chaplain of Archbishop Howley, and I understood from Mr. Harrison that he, Mr. Hale, argued strongly for his right to be one of the three who should examine.

586. (*A Commissioner.*) Was Archdeacon Harrison one of the examiners?—The examiners are supposed to be entirely appointed by the Archbishop of Canterbury; sometimes he, the Archbishop, would say to me, "You "choose one, and I will choose another." He, the Master, would, probably, be surprised to hear I objected the least in the world to his presence at examination. I do not think I objected to his coming, but I only do not think it did any good.

587. (*Mr. Vaughan.*) Do you think that the fact of the Master's claiming and exercising such powers at all paralysed your activity in the school?—No, not in the least.

588. It did not impair the vigour of your administration?—Not in the least. To these two last questions, as well for the Archdeacon's sake as my own, I

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make my replies to be as unqualified and distinct as possible.

589. Do you think that it would be the case generally, that the schoolmaster would not feel embarrassed in making arrangements?—I think not, if only the schoolmaster could get a fair hearing before the Governors. The objection we had is, that the Master was always coming between us and the Governors. I apply for something which they, the Governors, grant me for the good of the school, and the next time when I am called in to hear the minutes read over, I find it is entirely changed, and I find in the meantime the Master and the registrar have done what they call "dressed the minutes," and that may entirely alter my original object; and it is a very expensive dressing, and costs us a good deal. I could give you an instance by way of illustration, and such cases still occur not unfrequently, if I may judge from Dr. Elder and Mr. Elwyn. Of course, one of the greatest evils we have to contend with in a public school is the danger of contagious diseases. I was in excellent concert with our medical man, than whom no one could be more friendly, and I found that the great secret of keeping scarlatina off is to move the boys away the moment there is a symptom of any fever at all about them, not to wait till it is declared; but if a boy has a little sore throat, to get him out of the place, to do it secretly and expeditiously, without anybody knowing anything of it. I did so. I wanted a house or room in which to do the thing, and it occurred to us that a little house at the end of the Master's garden was a very convenient building for the purpose, and there were certain empty rooms in it, so that we could do exactly what we wanted. I petitioned the Governors for it; I was called in, and desired to give my reasons, which the medical man confirmed; they said they were very right, and the concession was made. A little objection was started, "What are we to do with the boys in your house, "Mr. Saunders; we have nothing to do with them; "they are no part of the Governors' property." 'Oh "'no; clearly I had no idea of anything but to do it "'at *my own expense.*'" Nothing could be kinder than the way in which the Governors listened to my proposal, and I went out of the room delighted. Now, if there was any apprehension of a boy being ill I moved him off to this house, and perhaps two or three days afterwards I took him back; the effect of all that was to do the thing with great despatch and great secrecy, giving no alarm to anyone. I prepared the parents beforehand, "You may hear of such-and-"such a thing happening, but it does not follow that "he is ill." Then another Governors' meeting came, and I was called in to hear the minutes. Lo and behold, this was added, that on each separate occasion when the schoolmaster was to remove a boy he is first to get the Master's permission. I said to the medical man, "It is of no use; if I am to go to the "Master, it will get to the family, and the whole "body; and the whole thing is spoilt."

590. (*Mr. Thompson.*) And did you give it up?—Yes. In concurrence with the medical officer's decided opinion, and that of the then manciple, who could alone carry my orders out, instead of getting that place which would cost us little or nothing, we were obliged to hire a house at something like 100*l.* a year in the square. That is the sort of way. I am sure the Master would say that he felt it necessary for the protection of the gown boys to take care the house should not be over filled, but there was no risk of this result. If a boy was to continue to get worse, and I apprehended he would be permanently an invalid, I should, of course, have communicated with his parents or friends.

591. (*Lord Lyttelton.*) Whose business was it to keep these minutes?—Mr. Keightley's, I believe. They are now done in a different way from when I first went there. In Dr. Russell's time all the Masters of the school were brought in and a Governors' meeting was held, and the officers stayed there in the room; after that, by degrees, they were put out, and the rule was to put them out, and the exception to have them in.

592. But in drawing up those minutes I understand these words were added without any authority whatever?—Not only without any *known* authority, but without giving the slightest notice to us Masters. The Master and Mr. Keightley acting together. Mr. Keightley boldly asserts his right to do so; he is not to put down the words of the Governors, only the spirit of them.

593. Therefore the Governors knew nothing about it?—Not to my knowledge and belief. One set of Governors would be there one day and they would change very much. A few of them were pretty regular; there is no one I can quote with more gratitude than the late Lord Devon; he assured me of his entire sympathy with me in my difficulties.

594. (*Lord Devon.*) Treating it as a case between A and B, A being the schoolmaster and B the Master of the hospital, what do you conceive to be the statutory powers possessed by the Master?—He is not named once in connection with the school in the statutes; I can only force myself, which I was ever ready to do, to conceive the Master an important element of the Governors.

595. Is he not responsible for, and therefore has he not the direction of the diet and the lodging of those on the foundation?—Yes, I should say he had.

596. He would regulate all matters connected with the bedrooms of the boys?—Not with the bedrooms; he would never interfere with where they were to sleep or how, that would obviously only be a matter of detail for the Master of the school.

597. Do you think, then, that the Master has no right of interference or regulation with regard to the lodging of the scholars?—Not any of the scholars individually, as to ages, habits, and rank in the school, I should think. In my time he never claimed it; if he had I should certainly not have allowed it.

598. Is not the appointment of the assistant master, whose special business it is to look after the foundation boys, a matter of regulation?—He is nominated by the schoolmaster, and approved of by the Master. I always referred any appointment to his approval; in fact, with all the other under masters, I always named it to the Master rather as a matter of form.

599. (*Lord Lyttelton.*) Can you suggest anything, not referring to particular individuals, as to putting the relation of the Master and schoolmaster on a sound footing, which it does not appear to be on now?—I am afraid any effective regulation would be rather a sweeping one. I should separate the school from the hospital, and dispose of the Charterhouse school property, of which the playground is by far the largest part. In my time there was a tradition that we might have had half a million of money for the Post Office, and since that some railway companies and others have often been nibbling on the question. I never had anything brought to me. My notion is that there is no necessary or even desirable connexion between the school and the hospital. It was a theory of the Founder that he would have in this hospital decayed merchants and officers, men who had filled a high position, and that they would bring into the school a parcel of little children, who would be taught the first elements of grammar. The thing has turned about completely. The pensioners are simply worn-out servants or dependants of the Governors, and the boys are to a boy almost connexions,—Lord G's grandsons, and Lord H's nephews, and to the end of time it will be so. The fact is, we have made the school so comfortable, that I may say the first man in the land might be well pleased to have his sons there.

600. We should be glad to hear fully what you would suggest should be done?—I should sell the playground either to build upon or for some great public object, probably, and take the boys into the country. I would not disunite the system. It has been often said, "What, take away these old

" men!" no, I would leave them with the Master. The old Lord Ellenborough spoke out against moving it,—Charterhouse,—into the country from the spot where the Founder chose to lay his bones. I would not have that spot desecrated or taken up. The chapel would remain. The registrar, one spiritual officer, either preacher or reader to the old men, and the premises would remain under the Master. I would take away the school, and take it into the country.

601. In that way the Master would have nothing to do with the school?—I would give him all outward dignity, the semblance of authority, and as little as possible of reality He should be Master of the hospital, and live there, and Founder's day kept and Governor's Assemblies held as heretofore.

602. But the school being removed, you would have no objection to the Master taking part in these ways?—No.

603. So that practically there would be no one between the Governors and the schoolmaster?—Quite so.

604. Do you think there might be any analogous feeling among old Carthusians against moving the school, to what there is at Westminster?—No, you would not like to separate Westminster from the Abbey; but you would not care to separate Charter House from Smithfield.

605. Do you think many old Carthusians object to moving the school away?—No; all old Carthusians to whom I have spoken of my plan approved of it. Many object to taking the *whole*, both hospital and school, right away.

606. I mean the removal of the school to some rural place; do you think the old Carthusians would be in favour of that?—I think so.

607. (*Mr. Thompson.*) Would it not diminish the salubrity of the site to those who remain?—I do not know; they never come now into the playground or into the premises.

608. As to the circulation of air?—That would depend on what purpose it was sold for. It was a very favourite plan at one time to sell it for the building of the Post Office.

609. (*Lord Devon.*) I presume if that removal took place, that it would put out of the question receiving any day boys?—At Harrow and Rugby there are not many day boys; the constitution of the school would have to be entirely recast.

610. (*Mr. Vaughan.*) I take it that at Harrow and Rugby there are virtually day boys?—Yes, no doubt; you often see houses advertised for that purpose as desirable.

611. (*Mr. Thompson.*) You do not consider day boys an important element in this school?—Yes; they are as to mere numbers 30 or 40.

612. (*Mr. Vaughan.*) Supposing the school were removed into the country, that might so far increase the popularity of the school that it would not be at all dependent on that element?—I think so.

613. (*Lord Devon.*) Independent of the value of the school in what one might call a national point of view, is not the withdrawing from numerous professional people in London the opportunity of securing such an education as Charterhouse affords, a matter which should be very carefully considered?—Yes, I think so; there are not, however, a great many of that kind who show any present sense of its value.

614. (*Mr. Thompson.*) Has it ever been a day school on a larger scale than at present?—No; I think I may say it is now quite as large in proportion as it used to be. In Dr. Russell's time I think there were not above 80 or 90, and now Mr. Elwyn tells me there are 120, including the 30 or 40.

615. (*Mr. Vaughan.*) With regard to its effect on other public schools. Would not the removal of a school like Charterhouse into the country, where it could compete upon equal terms with other public schools, confer a benefit on the whole public school system?—They are all full. I should much like to see Charterhouse removed nine or 10 miles south of London, as Harrow is to the north, somewhere near Croydon, the Addington Hills, or Addiscombe. I cannot imagine that that would interfere with the numbers of Harrow or Rugby, which are very large.

616. I was rather thinking whether the competition of another school would not be beneficial?—I think so, when you see the numbers of Eton and Harrow. Winchester is getting on by the new system of scholarships thrown open.

617. (*Lord Lyttelton.*) On the present constitution, as long as the school remains where it is, an active minded man like the present Master is almost sure to take a great deal of indirect part in the control of the school?—Yes, he is one of the Governors; and has very little sympathy with the Master of the school.

618. Is he a Governor *ex officio*?—Yes; and this official right which ought, in my opinion, to belong to either both the Master and schoolmaster, or to neither, constitutes the real, perhaps unavoidable, antagonism between the offices without imputing ill motives to either.

619. (*Mr. Thompson.*) You do not conceive that his power would be at all too formidable if he were not a Governor?—No, he would be more like one of us, as he was until he became a Governor; and no one could be better affected towards the school, or more useful to it than the Master in that previous condition.

620. (*Lord Clarendon.*) With respect to the exhibitions, every foundation scholar at the age of 18, if he is going to college at either university, may claim it upon a very meagre examination, and without competition. Do you think that system has worked and is working well?—It certainly sends to the university a great many ordinary men who would not get in in any other way; but then you are aware of this that Charterhouse was originally a charitable foundation. Dr. Fisher used to talk a great deal in that way; he would say it is not intended as a school of learning, it is a charitable foundation. We are not to seek out who is best. Poor boys and sons of poor men ought to be preferred to all the rest.

621. Dr. Fisher was Governor then?—Yes.

622. Do you suppose that he in his capacity of Governor appointed only poor boys?—No; he appointed much on the same principle as other Governors of his time.

623. Without looking too closely to the statutes or ordinance, would you not think that competition for the exhibitions would be a good thing in the present day, even supposing that these people were poor, would it not be useful, and help them in after life, to require a more serious examination than that which they now have to go through?—I think it would. I think there would be some cut out. My great object was to make them amply fit for the university, and I think I can at this moment say that not one single gown boy sent to Oxford or Cambridge was plucked.

624. You mean they never failed to get their degree?—Yes.

625. We were mentioning this morning, that each of these gown boys has almost a claim, if he can go through a simple examination, to these scholarships, and there is no competition. What do you think of making some of these exhibitions 60*l.* and some 80*l.*, there would then be an object in the competition that would be useful to them, poor or not poor?—Yes; I always said a slight difference in the amount would answer all the purposes of competition, and would leave the spirit of the charitable foundation intact. But my suggestion was and is, that the 80*l.* should be raised to 90*l.*, not diminished to 60*l.*

626. There would then be both the merit and its reward?—Quite so. And the change would be popular, because none would be losers.

627. (*Mr. Thompson.*) Is it the case that some scholarships have been thrown entirely open?—I had the fighting of that battle entirely. I think there are two a-year, but I think you might have three a-year. It would take a little from the patro-

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nage of the Governors, and I am not quite sure how they would like that. There were 40 boys on the foundation. Dr. Russell, at the time he was all for competition, pressed very hard indeed to get some of those thrown open, and he pressed it under very advantageous circumstances, for Archbishop Manners Sutton was an old Carthusian, and the Governors were strong in old Carthusians, Lords Liverpool and Ellenborough at that time. Lord Grenville took it up very warmly and kindly on the same side. Dr. Fisher was very much against it. Dr. Russell represented the battle he had to fight as a very up-hill one. I daresay it was. At last he said "I will not touch "your patronage, will you allow four to be added; "that is four open for competition?" Lord Grenville took up that idea as a very good one, and they actually passed an order on a certain day, that those four scholarships should be added to the 40; and at a certain meeting, Dr. Russell was to be ready with his system of examination and competition to show how it was to be done. As ill luck would have it, the very day appointed for the Governors to consider this matter, was the day in 1814, on which the University of Oxford received the Emperor of Russia and the King of Prussia at Oxford, and Lord Grenville, as Chancellor of Oxford, could not be present at Charterhouse. Then said Dr. Fisher, "There is no reason why we should wait for Lord "Grenville to settle the conditions of the four "entering," and they passed an order for the four to enter. It was then "As to the mode of competition, "we could not think of doing that unless Lord "Grenville were present. Therefore we will order "that those four shall follow in the same track as "the 40." I brought that out afterwards, and one of my kindest and best friends, my late friend John Talbot, brought the case before the late Sir Robert Peel. Sir Robert Peel was asked, and he said, if ever there was a case of *nullum tempus occurrit* to an act of justice, this is one, and then he re-agitated the question till I got the four.

628. (*Lord Lyttelton.*) But there are not four open to competition now?—There are now two a-year, which will make an average of four, and the adverse authorities fought me afterwards, as to whether it should be one a-year or two a-year, and it was in that state I left it to my successor, who suffered extremely from the way in which he had to carry on the battle.

629. (*Lord Clarendon.*) What number do you think would be right?—Three a-year I should think.

630. They must be on the school to compete?—Yes. And they must have been long enough there for the examiners to know their moral character and be satisfied generally of their fitness.

631. Is there not a rule with respect to the time they should be at the school?—One year.

632. (*Mr. Vaughan.*) I was asking the present Head Master what was the policy of that regulation; you have stated it incidentally?—Yes.

633. (*Lord Lyttelton.*) Must the parents declare that they require such assistance to enable their sons to go to the universities?—The form as it is now was put in, I think, by the late Bishop of London. My opinion of the proper line to draw is this, that when children have property of their own which cannot be taken from them, you cannot say that they want money to be brought up at the university; but very often the children of men with very large life incomes, *e. g.* medical men, are just the persons for whom this charity would be the greatest.

634. I understand you are not satisfied with the present position. Is it not very unsatisfactory from its vagueness, that it is left to the conscience of the parents to declare whether they require such assistance?—I do not think there would be any gross case of abuse.

635. Should you expect the parents might be trusted generally?—I think so; it is wonderful what a good set of boys we have had in. I think they have almost all done well.

636. You would not wish to see it thrown open to all the school without any condition of poverty at all?—That would be making it as it is at Westminster. I think that the Charterhouse boys would be very sorry if such a system was introduced which could throw them off altogether from the interests of the Governors.

637. I meant as to this limited number of scholarships, which is open now, whether in reference to them you think some qualification of poverty is desirable?—Yes, I think so. Dr. Russell used to say it meant that they were not to be millionaires. Do not let us have sons of men who are palpably rich men, but all others will be glad to come. I am quite sure of this, that the sons of professional men enjoying for a time a large income, are very often those who most need that assistance. Take a medical man with a large income, who can pay very little attention to his son's education, he is just the person who wants it.

638. (*Mr. Vaughan.*) I believe it is in contemplation to add a considerable number of scholarships?—Yes, sixteen.

639. Suppose that number is added, out of that number would you not propose to make more than three open, nomination not being a privilege which Governors or any party has yet enjoyed?—I think the three would be enough with the numbers of the school as at present constituted; to have got one seemed to be such an immediate point to have gained, and the battle we had to get the two we now have was such a fierce one.

640. Supposing there were such a *thing* as a removal and a sudden access of prosperity to the school, would not Charterhouse with its nomination system be rather at a disadvantage as to producing great scholars when compared with Winchester and Eton attracting so much talent to them?—Yes.

641. (*Mr. Thompson.*) Do you think they would be increased too much if they were all thrown open?—Yes.

642. (*Lord Lyttelton.*) Do you not think you might make a definition of amount of property or wealth which would disqualify a boy?—My definition is this, if a boy enjoys property in his own right.

643. (*Lord Clarendon.*) As to the scholars on the foundation, the sort of examination they undergo before they receive their nomination appears to me almost a mockery?—It is extremely trifling just to see if he can read and write. This for boys above 13 years.

644. (*A Commissioner.*) Then for boys above 13 years of age all that is required is some very easy Greek author, and the rule of three?—Yes.

645. The rules with respect to this course of examination must have been made by the Governors, I suppose?—Yes.

646. Lately?—In my time.

647. As sufficiently severe for the sort of boys they are likely to appoint?—Yes; just to keep out boys who were absolutely ignorant.

648. And yet not to endanger their own nominations?—Yes.

649. (*Mr. Vaughan.*) Were the rules made in concert with you?—Yes, I think that may be said. I should not have been sorry to have made them a little stricter, but it was all I could get. It was a great point to have got that. There was nothing of the kind before.

650. (*A Commissioner.*) With reference to the credit of the school, and the sort of examination that is required elsewhere, and the amount of information a boy is supposed to have at 13; do you not think the Governors' attention ought to be directed to such an examination as this?—I know what the Masters would say. It would be leaving too much in the hands of the schoolmaster and putting the schoolmaster in an invidious position sometimes to have to reject the candidate of a particular Governor. You must consider they exercise their patronage individually, and not by the orginal

charter as a body, but each Governor has, to a certain extent, a great deal of interest in an individual boy.

651. (*Mr. Vaughan.*) So that in fact the schoolmaster, by rejection of a candidate, is put in the position of a little opposing the wishes of a particular Governor?—He may do so; I would not like him to be put in the position of being disappointed of it; I thought I had made out a great point in obtaining that the boys were not to come perfectly ignorant. It had this effect, that parents of almost all boys are pretty sure to talk to the Head Master some time before; knowing that their boys were to be subject to this examination, however trifling, they would come with some little apprehension as to what they were to do. In many cases I would advise them to do so and so, and really they would turn out their boys much better scholars than you would imagine. It gave me an antecedent interest in the boys and a knowledge of the boys who were to come, and also an opportunity of persuading the parents not to let their sons be perfectly idle.

652. (*Lord Clarendon.*) Before this examination was established did you find they came in a state of great ignorance?—Yes. The under masters complained very much of the uphill work.

653. (*Lord Lyttelton.*) If a boy was to miss his examination, would he lose his nomination after that?—It never occurred to me that a boy did so. He would lose his chance if he went beyond the age of 14.

654. Practically, they did in fact qualify themselves a great deal above this minimum?—Yes; I think this provision does much more good than you would imagine, because it leads the parents to seek a higher standard. You would not choose your son at the age of 13 to be rejected for such ignorance. I think that practically it does a great deal of good.

655. (*Lord Clarendon.*) May I ask you if there are any other changes which you would wish to see established—I think you have indicated one or two. Has anything else occurred to you?—There is one thing that has often occurred to me. Now that I have left the school I am perhaps more free to speak of it, and perhaps you had better hear of it from me than Mr. Elwyn. I think a gross injustice has been done to the Masters of the school with regard to their salaries or stipends.

656. The assistant masters?—The Head Master, second master, and all. If you take the first schedule as laid down in the Founder's time, you have the Master of the Hospital 50*l.* a year, the preacher 40*l.* a year, and the schoolmaster 30*l.* a year. The Master now has 800*l.*, which you will observe is 50*l.* multiplied by 16, and the Head Master has 240*l.*, that is the original figure multiplied by eight, besides which there is another circumstance. I do not think that Mr. Elwyn knew himself till yesterday, that originally the Master of the school had apartments found him and furniture. Now he has not a bit of furniture over and above a bed. The Master has a palace furnished entirely at the expense of the Governors.

657. The injustice was by fixing the salaries so low?—Yes, I think 240*l.* is not enough. It is not half what many of the Head Masters of proprietary schools get.

658. (*Lord Lyttleton.*) The Master makes the chief part of his income by his boarders?—Yes.

659. (*Lord Devon.*) 1,100*l.* a year, is it not?—Yes, at the present numbers.

660. (*Mr. Thompson.*) Do you see any danger from giving the schoolmaster too large a salary?—I think the present salary is too small. I think 240*l.* is not enough.

661. Would you think 500*l.* enough?—I should say 400*l.* would be enough. I think he ought to have that 400*l.*, and the second master 240*l.* instead of 140*l.*, and the third assistant master on the foundation 100*l.*

662. (*Lord Devon.*) Do you know when this increase took place?—In 1811, the Master's income of 200*l.* per annum was brought up to 800*l.*, and Dr. Russell petitioned for an increase, but he had then, or soon after a very large income. There were 300 or 400 boys, and the Master took upon himself at the meeting of the Governors to say, it was by a mistake, and that Dr. Russell told him he did not wish for any increase. Lord Camden came out and laughed at Dr. Russell, and said, "Upon my word you are "very moderate, you do not want any increase." Dr. Russell said, "I do not hope anything of the kind "is asserted, on the contrary, I wish you would in-"crease it.

663. Then do we understand that up to 1811 the stipend of the Master was 50*l.* additional?—I think it was 200*l.* then, when they took off a little bit of garden to enlarge the playground, he withdrew his opposition to it, and said, "that little bit of playground is "my vegetable garden. I hope you will give me the "odd 40*l.*" They added the 40*l.*, and made it 240*l.*

664. (*Lord Clarendon.*) Had he ever grown any vegetables there?—I do not know. I think not.

665. (*Lord Lyttelton.*) Mr. Skirrow says, "As to "the salary of the Master amounting to 800*l.* a year, "if the holder of that office had no other means of "livelihood, and enjoyed no cure of souls, such sum "is no more than sufficient to enable him to live?"—I say that with the 240*l.*, the schoolmaster could scarcely keep that house upon it.

666. (*Lord Clarendon.*) Did you introduce any changes or improvements with respect to the modern languages and history, or mathematics?—I hope I added a great deal to the old system. These blue books will show the subjects in which the boys were prepared.

667. Were mathematics compulsory before your time?—Very little. I do not think they certainly went to the 10th proposition of Euclid.

668. Modern languages?—Yes, I got the Governors to make French obligatory on the boys of the foundation, they undertaking themselves to pay the French master. The parents were not willing the boys should learn unless without expense. I had a capital French master, who has since had the education of the Prince of Wales in French. A great number of the boys learned French, and I think the books will show about 90 boys learned French out of 120.

669. Why did you not make it compulsory on the *whole* of the boys?—Because there were a number of boys in the school whose parents could not afford it, or whose parents were depending on sending their sons to the university. I did not think it desirable to compel them, only to encourage them by getting a very good Master, and showing them what the opinions of the Governors were; and with so many boys who had connexions with boys on the foundation, it might be often said, "If my son on the foundation "learns French, it is a pity my other son who is not "on the foundation should not learn it too." I like the system of encouragement rather than compulsion.

670. (*Mr. Vaughan.*) There is a peculiarity with regard to the Charterhouse as to tuition. Have you found the absence of private tuition work satisfactorily?—Private tuition is carried on wherever it is wanted.

671. But I mean to ask whether you found that the boys not having that advantage did their work?—Yes; I think so, because the Masters in the boarding-houses really acted as they did at Harrow, as the private tutors. I would always go down and pass through the rooms where the exercises were done, and I was always ready to give any assistance. Instead of calling the boys in class, you went down and found them, and they knew you were willing and happy to assist them. In the meantime, in the second master's house, Mr. Walford, I think, gave up the whole of his evening, three or four hours, which he spent amongst them. I may add a single word to what I have already stated, which is as to the matter of revenues. Originally, in the Charterhouse, it was said that those should be preferred

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to livings who had been educated on the foundation. At the time of that charter it was clear the school was not a classical one. The school was a charitable school with a few exhibitions; here and there half a dozen boys, who might have been brought up at the university. Afterwards the statutes were introduced, still in the time of those contemporary with the Founder, when the clause was introduced saying that the livings should be granted to those who had been educated on the foundation or done service to the house. I am able to tell your Lordship that I was getting on in years as a schoolmaster, and yet not having been educated on the foundation, seemed to have no claim on them. The rest of the Governors deferred the question to the late Lord Devon, who was then a Governor, and begged him to give his legal opinion about the reading of the statutes and the charter. He said he thought the claim of education on the foundation over-rode the other; that the alternative was worth nothing; but he himself, who was the kindest of the Governors to me, said, "I "regret this extremely; I think it is very hard "upon you. I told the Governors I wished they "would get another opinion, and I still wish it now; "though I have given in this as my opinion, it is by "no means conclusive."

672. (*Lord Clarendon.*) Was any other opinion taken?—No. To avoid any chance of misconstruction, perhaps you will allow me before I leave the room to say over again two things I have said before: to express, with respect to Dr. Russell, my great esteem for him, as an admirable scholar, and an indefatigable and excellent teacher, of whose energy and cleverness I feel myself unable to speak in adequate terms; and with respect to Mr. Hale, to declare myself as confident of the goodness of his intentions as I am of Dr. Russell's energy and abilities.

The witness withdrew.

Rev. F. Poynder.

The Rev. F. POYNDER examined.

673. (*Lord Clarendon.*) You are second master at the Charterhouse?—Yes.

674. How long have you been so?—Since 1858. I was an assistant master in the school for 11 years. I came to Charterhouse as an assistant master immediately after taking my degree at Oxford in the year 1838, and remained till 1849. I then left for some years, and returned in the year 1858.

675. And then you were appointed second master by the Governors?—Yes.

676. Do you wish to make any communication to the Commissioners?—Yes; and I will, with your permission, read a paper bearing on the patronage of the Governors as regards the livings at their disposal.

1. "The letters patent granted by King James I. (called the charter) direct that in the event of a vacancy in any living in the gift of the Governors, 'such and so many of the scholars as shall from 'time to time be brought up and taught in the said 'hospital,' shall be presented before any other persons.

2. "Soon after these letters patent were granted (in the year 1627) certain orders were passed at an assembly of Governors, and signed by Charles I. (these orders are called statutes), in which it was directed that in the event of a vacancy in any living in the gift of the Governors, it should be conferred on 'persons 'capable, and such as do or have done actual service 'to the house, *or* have been members thereof, before 'any other.'

"Therefore very early in the history of the Charterhouse, the Governors acknowledged *service rendered to the house or membership thereof* as a ground of eligibility to a living; and they did this although they had before them the words quoted above from the letters patent.

3. "Do the words quoted above from the letters patent, 'such and so many of the *scholars* as shall be 'brought up and taught in the hospital,' exclude all who have not been boys on the foundation? It is at once conceded that when the letters patent were granted the words did include such persons only, because they only were contemplated in the first instance as boys in the school.

"But when, at the assembly in 1627, the Governors allowed other boys to be taught in the school they ruled 'nor shall they' (the schoolmaster and master) 'take into their charge above 60 other 'scholars unless they entertain another usher out of 'their own means.' May not any such scholar be considered to rank as 'a scholar brought up and 'taught by the hospital?'

4. "Supposing it to be ruled that the words quoted from the letters patent do exclude all who have not been boys on the foundation of the school, would it now be wrong to take the view, or a portion of the view, which was taken by the Governors in 1627, and to extend the privilege of being eligible to livings at least to clergymen who are actual members of the foundation, and have done service to the house?

"They are, it is submitted, really members of the foundation (the master, preacher, schoolmaster, and usher are so called in the orders of 1627). Ought they not, as such, to be eligible to livings, just as any fellow of a college in one of our universities, *though he was not a scholar* on the foundation, is eligible to a living in the gift of his college?"

677. (*Mr. Thompson.*) Is that drawn up as an opinion?—It was simply put down by myself as the way in which I wished to state my views.

678. (*Lord Clarendon.*) Is there any other point you wish to bring before us?—No, not with regard to the school; I saw the Head Master's written report and have nothing to add.

679. It was drawn up in conjunction with you?—He laid the draft before me, and I do not wish myself to add a word to his statement. I believe we are quite in accord on the point on which I have made these remarks.

680. (*Lord Devon.*) I should like to ask you one question with reference to the house. Observations have sometimes been made as to the defective ventilation of some boarding houses, not with special reference to yours, but speaking generally. Is it your practice to go into the rooms after the boys have gone to bed?—As a rule I go into the rooms when the under boys are going to bed, which they do at 9 o'clock. The other boys go at 11.

681. You do not go when all the boys are in bed?—No.

682. Have you ever had any reports from your servants as to the state of the atmosphere of the rooms in the morning?—No, I have not.

683. Are you of opinion on the whole that the ventilation is sufficient?—All my rooms have not chimnies, and I think all rooms ought to have them. In the upper rooms there is no chimney. In one of them there is a ventilator in the window, and on the opposite side there is an opening into the passage, so that there is a draught of air.

684. But in other rooms the ventilation I suppose depends very much on opening the windows?—Yes.

685. Have you any openings over the doors?—Yes.

686. In all?—Yes, I think in all.

687. (*Mr. Vaughan.*) You spoke of boys going to bed some hour and a half or two hours before others?—Yes.

688. What measures are taken to secure that the younger boys who go to bed first shall be able to

take their rest?—No boy who goes at a late hour has any right to go to the room to which a boy has gone at an earlier hour.

689. Is that observed practically?—I think so.

690. Have they separate rooms?—Yes.

691. Are their rooms removed to a little distance, so that they are not likely to be disturbed?—Yes.

692. Is there no elder boy at all amongst the younger?—There is no upper boy, but the head boy in each room is considered answerable for discipline.

693. Has that boy any authority?—It has been the custom to say "You are the elder boy, and as "such are responsible;" but he is not a monitor.

694. (*Lord Lyttelton.*) Are the doors locked?—Yes.

695. (*Mr. Vaughan.*) Are the youngest boys locked in all night?—Yes.

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696. Have you ever found any inconvenience from that?—No, indeed I do not think that I have. The head boy in my house in each room has always had the key. The upper boys are not locked in, and in the other rooms there is a key in each bed room. Therefore if any boy wants to get out he can. In the Head Master's house there is not a key in each bedroom.

697. The door is locked simply for the protection of the under boys?—Not simply, but this is one reason.

698. In fact they could get out at any moment if they pleased?—Yes, they could; but they are not likely to do so without good reason; for turning a key and going out is a more decided act than simply opening a door. If I were to see a boy out at 10 whom I had seen in at 9, I should require him to give me very good reason for being out.

The witness withdrew.

The Rev. R. ELWYN, M.A., further examined.

Rev. R. Elwyn.

699. (*Lord Clarendon.*) You state, "I doubt if the "progress of French and German can be said to be "as great generally as in classics and mathematics." Do you think it is very inferior or simply in proportion to the lesser time that is given to it?—I think that the majority of the boys do not see what its bearing on their life will be; they have generally an idea that French can be picked up at any time, and that it does not require the severe study which classics and mathematics demand.

700. You rather attribute the little attention or regard paid to the modern languages to the difference that is supposed to be felt towards them at the universities; no prizes, no rewards being given for them?—Yes; I believe that that is one main cause, because most of our clever boys go to the universities and they take especial interest in those subjects which they think will be attended with the greatest benefit to them, and French therefore occupies a considerably inferior position in their minds. I do as much as I can to counteract that feeling.

701. You think if at the universities some attention were paid to modern languages that it would operate upon the schools?—I have no doubt of it. If in examinations for scholarships, for instance, French told as a subject, you would see it occupying a much more prominent position.

702. Do you think that in mathematics there is much progress made, relatively speaking?—I think that in the last few years there has been a decided improvement, and I look for still greater, from the arrangements which have been lately made.

703. Do you consider that the generality of boys are able to read French with facility?—I should think that the great mass of those who learn are competent to do so; it is in the speaking where they fall short.

704. I believe they do not pretend to speak French?—M. Mariette, the French teacher, does, I believe, hold conversations in French with his head class from time to time.

705. (*Lord Lyttelton.*) With regard to modern history; have you any reason to suppose that the minds of boys in your school have been at all turned in that direction; do they find any stimulus to excel in it since the establishment of the new Tripos at Oxford and Cambridge, in which there are distinctions to be had in that subject?—The boys take very fair interest in the subject.

706. You were a boy at the school yourself?—Yes; history is attended to more than when I was a boy.

707. You would give some weight to that?—Yes, very likely so. I have not the means of comparing my own experience as a master.

708. I think you teach French and modern languages and mathematics rather more in proportion at Charter House than at the other schools: are you aware of any consequent falling off or deterioration in the classical attainments of the school?—I am not.

709. (*Mr. Vaughan.*) How much time a week do you think would be sufficient to improve the French to a standard something equal to that attained by classics?—It is difficult to say; but I think that more time would be required than could well be given in a public school.

710. Am I right in understanding that the foundationers in the sixth form are compelled to learn both German and French?—They must learn one of the two; and may learn both.

711. Does the compulsion to learn French, which binds the foundationers up to the sixth form, cease there?—Up to the sixth form they must learn French; when they reach the sixth they may learn both French and German, but they must learn one.

712. Are they not compelled to learn German?—Yes, and they may keep up their French if they like.

713. If they take one modern language only that must be German?—Yes.

714. Do you find practically from your conversations with the French master that the rule acts at all to the disadvantage of the cultivation of French amongst the foundationers?—I do not think it does.

715. (*Lord Lyttelton.*) How many years is a boy in the sixth form?—From two to three; sometimes even a shorter time.

716. Do you think there is any reason to suppose that a boy who, having before kept up French very well and drops it altogether in the last two years, suffers in his knowledge of it?—I do not think he suffers much. Having learnt thoroughly the French grammar, and attained the elements of French, I doubt whether he loses much by dropping the study for a time.

717. What is about the usual age at which a boy enters the sixth form?—About 16, taking the average.

718. (*Mr. Vaughan.*) Of these two languages which do you find, as a matter of taste, the boys on the whole prefer. From the mode in which you have arranged it in the sixth form, which do you find them take to?—I have no means of deciding. The study of German is comparatively a novelty. The grammar is undoubtedly far more difficult than that of the French language.

719. (*Mr. Thompson.*) Do you think that a boy who knows German considers it a greater feather in his cap than a boy who has learnt French?—Yes; because most probably he has learnt French too.

720. (*Lord Devon.*) Modern history has been mentioned; what proportion of the school time is occupied by that?—In the lower forms, one afternoon in each week is devoted to modern history and

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geography. In the upper forms, questions are set once a week, to be answered on paper, on some portion of history, either ancient or modern, previously given out; and a historical subject is continually set by way of essay.

721. I see "Tuesday, 3 to 4, history," that would be modern history?—Not always so, because sometimes we take up a period of Greek or Roman history. At every examination there are certain portions of Greek, Roman, and modern history. For the Havelock exhibition a certain portion of modern history is essential.

722. Have you any holiday tasks on the subject of modern history?—In the lower forms the holiday tasks generally consist of history and geography.

723. Are the results placed on paper?—Yes.

724. (*Mr. Vaughan.*) When you give the boys a holiday task do you give it with anything like a calculation of the time that it will take them?—It is difficult to do that.

725. You guess what you think would be fair?—Yes.

726. Perhaps you have no means of knowing practically whether boys who have holiday tasks given them really study the subject moderately through to the whole time, or whether it comes to a cram at the end?—With the great mass I have no doubt a cram comes at the end; but some, I think, distribute the work over a longer period.

727. (*Lord Clarendon.*) "The whole school is "examined annually in the months of April and May "in divinity, classics, mathematics, and those who "learn French, German, drawing, and chemistry are "examined in those subjects," is that the only important examination in the school, one annually?—That is the only one great examination. We have three terms, two are very short and one is long, and it is at the end of the long term that the great examination takes place. We are at school from January to May, we have a short holiday in May, and a holiday again in August, so that the latter portion of the year is broken up into short terms. The long quarter consists of 15 or 16 weeks, from about the middle of January to the first week in May. The next quarter extends from the first week in June to the third in August, and the next is from Michaelmas to the 12th of December.

728. You only have one examination for the whole year's work?—Only one for the whole school by independent examiners. To my own sixth form, I give a separate examination at the end of every half year and a prize. I have mentioned that I examine the forms in succession once a week; our practice is, that every week a master takes a form not belonging to him to examine, so that there is constant information as to the progress the boys are making.

729. You say that those who learn French, German, and drawing are examined in those subjects, but all learn?—There is a French examination, a German examination, and a mathematical examination. All who are learning French would be liable to an examination in that subject, and so with the other subjects.

730. In your written answers you say, "For the "foundation scholars there is an additional ex-"amination in the month of December in classics "and arithmetic, and a report is also presented from "the head French master of their progress and con-"duct." Assuming that this is a benefit to the boy, it must give the foundation scholars a benefit over the others?—It has a particular purpose. It simply is to see whether they are fit to remain in the school to become candidates for exhibitions, and in fact to know that a foundation boy is making some use of the advantages he possesses. Foundationers of the age of 16 and upwards are specially and strictly examined. It gives an opportunity to the examiners of warning a boy that if he does not take care he may not be considered fit to remain in the school so as to become a candidate for an exhibition.

731. I understand that, but you say in the first portion of this sentence there is an additional examination whether they are going up for exhibitions or not?—The great object is to warn boys who do not appear to be making satisfactory progress. The examiners, for instance, will say to a boy—"You will have to undergo a serious examination next year," and it acts as a check on that boy if he is idle.

732. (*Lord Devon.*) Are the examiners appointed annually?—No, they are not; they are appointed by the schoolmaster, with the approval of the Archbishop of Canterbury, and the chaplain of the Archbishop of Canterbury is *ex officio* the examiner in divinity.

733. (*Mr. Vaughan.*) Are these gentlemen examiners for both these examinations?—Yes, that is so.

734. Do they all examine in divinity, classics, and mathematics?—There are two classical, one mathematical, and one divinity examiner.

735. With regard to the French and German, is that taken by the foreign language master?—Yes. Hitherto it has been so.

736. In what way is there an examination in drawing?—The drawing master assigns the prizes.

737. Do you know how it is conducted?—He usually gives some subject to be competed for; for instance, he brings certain models which are to be copied.

738. Do the candidates sit together in the same room?—Yes.

739. With regard to chemistry, how are they examined in that?—Papers are given to them on subjects which they have been doing during the term.

740. Do you know how many papers are given them to do?—I cannot tell you. I think that two are given.

741. Are they classified in the subjects of French, German, drawing, and chemistry, or is there a prize given only?—For drawing and chemistry there is only a prize given, but boys who have done particularly well are reported to me.

742. In French and German are they classed?—In French they are regularly classed every year. In German there are one or two prizes given, and the boys are arranged in order of merit.

743. How long has the German been instituted?—About three years, since I became Head Master.

744. You instituted it almost immediately on your appointment?—Yes.

745. Do you teach it at all yourself?—I have not tried to do so.

746. (*Mr. Thompson.*) Have you an efficient German master?—I trust so.

747. (*Lord Clarendon.*) Of what nation is he?—He is a German, and he was a private teacher at Cambridge for many years. He teaches at the Wellington College.

748. What is his name?—Weil. He teaches also at Queen's College.

749. (*Lord Lyttelton.*) There is no special reward or prize for modern history?—No, not separately.

750. It comes into the Havelock exhibition?—Yes, and into our annual examinations.

751. (*Lord Clarendon.*) You say "The subjects "for examination for the foundation scholarships are divinity," and so on, how much divinity?—Scripture history, with one or two questions from the Catechism.

752. (*Lord Devon.*) Who examines for the foundation scholarships?—The same examiners who have been already mentioned.

753. (*Lord Clarendon.*) Who established the Havelock exhibition?—The money was raised by subscription on the part of old Carthusians on the occasion of his death.

754. Was he a Carthusian?—Yes; a sum of money was raised, and it was to be appropriated partly to a monument and partly to an exhibition; of this sum 700*l.* was set apart for an annual exhibition bearing his name.

755. Who examines?—Examiners are appointed by me every year, with the approval of the master.

756. Taking them from the school?—I am at liberty to select any examiners.

757. Practically you do take them from the school?—I take them away from the school generally.

758. (*Lord Lyttelton.*) Two examiners, are there?—Two or three.

759. (*Mr. Thompson.*) They are paid, I presume, by the Governors?—The examiners for the Havelock exhibition are not paid.

760. (*Lord Lyttelton.*) How many generally compete for them?—Last year I think eight went in, and the year before I think seven.

761. Is it open to the whole school?—Yes, but practically only the upper boys compete; if any one is going to Woolwich or the army a preference is given to him in the awarding of the exhibition: we wished to make it as nearly a military scholarship as possible. The subjects of examination are, Latin, French, history, both ancient and modern, geography, English dictation, and mathematics.

762. (*Lord Clarendon.*) Do the foundation scholars compete for that?—Yes, it was thought it ought not to be restricted in the case of a memorial raised by a general subscription among old Carthusians.

763. (*Lord Lyttelton.*) And foundation scholars have taken part in it?—Yes, a foundation scholar gained it this year.

764. Will he take that besides his exhibition?—Yes. It is 20*l.* out and out, it is only for the year.

765. Is it only held for one year?—That is all. There are more marks given for mathematics than other subjects; out of 850 marks, for instance, about 350 would be given for mathematics, and the same would be given for modern history as for Latin.

766. I suppose the distinction tells more than the money?—Just so.

767. (*Lord Clarendon.*) I see you say "Prizes "are awarded by the examiners for proficiency in "the work done in the school, whilst there are also "in the two higher forms prizes for private study," what is that private study?—In the upper school I give out certain subjects in which the boys will be examined over and above the work of their forms, and for that there is a separate examination, so that if a boy has been diligent in getting up work out of school he is rewarded independently of the prizes given for the regular work of the form.

768. Is that much done?—This year there was good competition for the private study prize in the sixth form.

769. What are the subjects you generally give out for private study?—They are classical; for instance, I would give out a Greek play for the Greek subject, and some portion of a Latin author for the Latin subject; I should give them questions arising out of the portions set, and passages to translate.

770. On paper or *viva voce*?—On paper.

771. What part of the school competes? Is it open to the whole school?—No; to the fifth and sixth forms, and there is a separate prize for each.

772. About how many are allowed to compete for that?—In my sixth form I expect all to compete. I do not actually compel it; and if a boy was striving principally for the mathematical part of the examination I should not be surprised if he did not bring up the classical paper well done, because I should know he had been giving a great deal of time to mathematics.

773. (*Mr. Vaughan.*) Is it expected and understood that this private study shall be done strictly without any assistance?—Yes.

774. And those boys that are allowed private tutors which you have to a limited extent, according to the system at Charterhouse, would not be assisted by them at all?—No; it is for ascertaining what a boy has done out of the school entirely.

775. How do you find that work done?—In my own sixth form better than the fifth,—exceedingly well by some of the boys. This year I gave two prizes; two of the boys did so remarkably well in it.

776. You do find the work is properly done by the generality of boys?—Yes, by the higher boys. In the fifth form I should not say it was so successful, because there the boys have not the same ability, and the other examination takes up a good portion of their time; they do not do it so efficiently as boys in the sixth form.

777. Is it the same work in both forms?—No, different work.

778. Do you find that they use books of reference themselves in that, or do you recommend them books of reference?—Yes, if they were doing Æschylus, I should recommend them to use Paley's edition.

779. (*Lord Lyttelton.*) I understand that in the Talbot scholarship the actual books or subjects for examination are not fully specified?—They are not.

780. Is that the case also in the Havelock examination?—No; in the Havelock examination specific work is given out to be done.

781. Is the Talbot scholarship the only one perfectly general?—Yes.

782. (*Mr. Vaughan.*) How is the English verse for the prize done?—Now and then it is well done; it is not required of any boy.

783. Do you think that composing English verse has a tendency to disclose to the boys themselves if they have the possession of poetical talent?—Yes; this year, though I gave no prize, one of the competitors really showed power, and he is encouraged to hope that if he tries he may next year get a prize.

784. Do you think it is a means of making it known to themselves whether they have poetical powers?—Yes.

785. (*Lord Clarendon.*) Do you think that Latin verses are calculated to develope the poetical genius that may be in a boy, or merely that they will give him a good knowledge of the language?—A good knowledge of the language is, I think, the principal result with most boys.

786. Do you attach great importance to Latin verse?—It is placed on an equality with other kinds of composition.

787. As far as you have been able to judge should you say that a Charterhouse boy is inferior to an Eton, Harrow, or Rugby boy in his knowledge of Greek and Latin?—It is difficult for me to compare our own with other schools.

788. Do you not think that if a boy has a considerable love of poetry in him, that love would be stimulated and developed by the practice of Latin verse composition?—Yes.

789. (*Mr. Thompson.*) How would you estimate the relative importance of Latin verse and prose, would you not say that Latin prose was the more important?—Yes.

790. Is it not far more difficult?—Yes.

791. Do you think sufficient attention is paid to Latin prose composition in English public schools?—I hardly know what is done except in our own school.

792. Do you think that at Charterhouse sufficient attention is paid to that compared with other species of composition?—In the upper forms we do a piece once a week; perhaps we might do it twice with advantage; I think that it is the most important of all the kinds of composition.

793. (*Lord Lyttelton.*) Should you not suppose that not only boys who have a talent for poetical composition but boys who have an enjoyment and taste for poetry find that stimulated very much by the composition of poetry?—I think so.

794. (*Mr. Thompson.*) I suppose you would say their comprehension of the authors was improved?—Certainly I should say so; especially in the case of the higher boys.

795. (*Lord Lyttelton.*) Have you any opinion in the question about examinations which are meant to bring out the very best talent in the school, like the Talbot exhibition, whether it is better to

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define accurately beforehand what books they are to be prepared in?—As a rule for schools, I think it is best to have an examination in books previously given out, combined with some portions of authors not so given out. Practically, even in the Talbot examination, when the examiners are selected, I tell them what work the boys have been doing, and they set several questions bearing on that work.

796. (*Lord Clarendon.*) You say that the system of private tuition has never prevailed at the Charter House, and that no boy has a private tutor, unless he is very dull or idle, or his parents wish it. Do you consider that that is advantageous, for you must be aware that in many other schools it is considered the keystone of success?—I myself am in favour of our own system from what I have seen of it; I think that there is a tendency in a boy to lean on the private tutor too much. It is the master's duty to find out whether the boy does his work thoroughly, and, speaking generally, I think he does it better by our present system than if he were assisted in the preparation of it.

797. Supposing he meets with any very great difficulties in his reading,—difficulties he is not able to surmount himself,—there is nobody to assist or advise him?—Any master would do so at any time. We are more in the school than is, I think, the case in most public schools. The master with us really is to the boy almost what a private tutor, plus the master, is, for instance, at Eton, because, if I understand the system rightly, a boy prepares his work at Eton with his private tutor; then he goes into school and says that same lesson to another master.

798. We are informed that at other schools the private tutor stands *in loco parentis* to the boy, that he studies his character, that he is his friend and his adviser, that he communicates with his parents with respect to him, and in short does assume that superintendence and control and friendly guidance, that is very important to the boy during the time he is at school. Is there anybody who does that at Charterhouse?—I think with the comparatively small number of boys at our school and the large number of masters, no master has under him a larger class of boys than he can take individual interest in, and I believe practically he would be always found a friend to any boy.

799. Are not the boys constantly changing from one of those masters to another, and does not a master lose sight of a boy if he has left his class?—In the case of a foundation boy I consider that the assistant master of the foundation and myself are really the friends of the boy. A report is sent home at the end of each term of the progress and conduct of every boy in the school. I write to the parent of every boy in my house, and to many parents of foundation scholars at the end of each term. Mr. Poynder does the same with his boys. As regards the day boys who are living at home, of every one of them a report is sent home. With our small number of 120, I myself know every boy in the school, more or less. Every Saturday at 12 o'clock all the forms are called up successively before me, the boys in them being arranged according to their marks for the week. I hear if a boy has been doing badly or well, and I am able by that means generally to know how any boy in the school is getting on.

800. (*Lord Devon.*) Do you think that under your system the boys are on such a footing with the master that in case any boy got into a scrape he would come and consult any particular master as to what course he should take? Suppose he was bullied, for instance?—I think if he did not go to a master such acts would become known to a monitor, who would take steps to protect him from ill treatment.

801. Take the converse. Supposing a boy was getting into bad habits, have any masters such an intimate connexion with that boy that they would as a friend or parent warn him against such a course?—I think they would. Being so few as they are, we know pretty well the character of all our boys. It is not like having 300 or 400 to deal with. I myself have before me every week the results of every boy's work, so that I am able to encourage or warn.

802. If I asked you, for instance, as to whether a particular boy in the fourth form was on the whole doing well or ill, should you be able to say?—I feel sure that I should be able to tell you.

803. I apprehend you would rest almost the whole of your opinion on the fact of the school being so small?—Yes.

804. Take the case of a boy of scrupulous conscience, who was in the habit of asking for advice on first coming to the school, or after he had been there a short time, who do you think he would go to?—In my own house I think he would come to me, because when a boy comes I always try to impress upon him that I shall be happy to assist him in any way.

805. Take the case of a day boy?—The day boy lives at home. There cannot be quite the same relation towards him as towards a boy actually living at the school.

806. Take one of the foundation boys?—I am sure that the matron would in the first place know if he was uncomfortable. In the next place the master of the foundation would be almost sure to know.

807. (*Lord Lyttelton.*) Would a boy who is very fond of study, if he wished for advice as to private study, come to you?—Yes; I feel sure that he would do so.

808. (*Lord Devon.*) In Mr. Poynder's house or yours do circumstances admit of your seeing the elder boys at tea?—We continually have boys to breakfast or dinner or tea with us privately.

809. (*Mr. Thompson.*) Supposing the number of the school were double what it is now, would you hold the same opinion as to the non-necessity of the private tutor system?—I think that by a proportional increase of masters it would be unnecessary. I do not see how the Head Master, indeed, could know personally so much as he can with the present number. In other respects, by an increase of masters I think you would quite meet the difficulties that would arise.

810. (*Mr. Vaughan.*) The boys prepare their lessons in the school, do they not?—Yes; many of them are so prepared, but some are learnt out of school in the evening.

811. Does the preparation in school preclude the use of what are called cribs?—In school it would be almost impossible, because they are all under the master's eye.

812. So that although they do not get the advantage of a private tutor, they cannot in fact make use of cribs?—No. Out of school you cannot have perfect security; in school it is almost impossible.

813. You say "It is not the custom in any of the "forms for the boys to construe the lessons to a "tutor, either public or private, before they construe "them in school to a master." Do you think such things occur as that the stronger but more stupid boys force the other boys to construe their lessons for them?—They cannot possibly do so in school, and I do not think the habit prevails. The sixth form prepare all their work out of school.

814. Do you think their not having a tutor to assist them increases their diligence in private study?—I believe that they do get up their lessons better from having themselves only to rest upon.

815. Do you think it also gives any independence of character to the boy?—By resting on himself I think it does.

816. Do you think that, practically, boys educated in that way gain by the system?—I am under this difficulty, that being brought up under the same system, I have no means of comparing it with other systems, but my opinion is, that boys do gain.

817. How many on an average are put on to construe in school?—Almost every boy is put on. In the sixth form, for instance, almost every boy would be put on.

818. (*Lord Lyttelton.*) Each time?—Yes.

819. (*Lord Devon.*) In order?—No.

820. (*Lord Lyttelton.*) How many have you now in the sixth form?—Fourteen. Of 14, ten perhaps would go on.

821. (*Mr. Vaughan.*) Can you mention the number actually now to whom private tuition is given?—10 is about the number.

822. The private tuition then, such as is given here, is given to boys who are laggards in the school?—Yes, or to boys who may perhaps come rather backward to the school, and want assistance; so that what they do with their tutor would help them to gain a better position in the school.

823. (*Lord Clarendon.*) You say, "If a boy is "desirous of entering into any profession, for which "special examinations have to be passed, or for which "the usual course of education in the school may "not be specially adapted, he is allowed to leave off "the study of Greek and verse composition and to "devote the time which would have been otherwise "given to those subjects to mathematics, history, "geography, &c." Is this often resorted to?—Not unfrequently now. It increases in frequency.

824. I suppose you take care it is a *bonâ fide* application?—Certainly. It is entirely by the desire of the parent on expressing his wish that a boy should be specially prepared for some examination. In the note here, I have appended two cases which have occurred after drawing up the list. One boy of the name of Cundill was studying in that way, and I sent him to Wimbledon. We would have kept him at Charterhouse if we had had any boys preparing for the examination with whom to compare him. He was third in the list at the examination.

825. They get this additional instruction from the mathematical master gratuitously?—Yes. There is no extra charge made for it at all.

826. He goes on in all other matters except composition and verse?—Yes.

827. (*Lord Lyttelton.*) He does not leave out Greek altogether?—Yes, if it is desired, because the time in the morning which would otherwise be given to Greek he has for mathematics.

828. (*Mr. Vaughan.*) Do you observe any difference between the day boys, and the boarders in the application for this permission?—It is the boarders more frequently. They are boys more likely to go into the army.

829. You do not believe that this permission fails to give them better instruction in the study they wish to go on with?—Most decidedly not.

830. Can you perceive it in the examination?—Yes.

831. Does the permission depend on age or place in the school?—As a rule I have said the fourth form, but I exercise my discretion in the matter.

832. Do you fix any limits of age to that permission?—It is entirely in my discretion, and I am guided by the position of the boy in the school, his age, and qualifications.

833. (*Lord Devon.*) Is there any age below which you would not admit it?—Up to 15, in most cases, I should like a boy to study Greek. When a boy is 15 and can show no aptitude for it, he might be, I consider, under certain circumstances, doing things more advantageous to him.

834. Have you mentioned all the instances in which you permit application to a special subject?—I have.

835. How long has this system been prevalent?—It had been nominally so before I became Head Master. It was not much used till the last three or four years.

836. Was it not at all the case when you were a boy?—Practically not.

837. You can do it entirely in your own discretion; in the case of any boy going to the Universities, do you never allow that exemption at all?—If I find a boy going to the university cannot do Latin verse I sometimes substitute prose for verse.

838. Would you allow boys to leave off Greek altogether, if going to the Universities?—I have never done so. I let a boy give up Greek iambics and give all the time which would be so occupied to Latin prose, which is essential in the matriculation examinations.

839. Can you say how many boys from the school are now at Oxford in any such way?—About eight, I should think.

840. Have you not found at all since this system has been allowed that it is the idle or worst boys in the school who avail themselves of it?—I do not allow any boy to avail himself of it without sufficient reason; as most of our clever boys go to the Universities, few of them would wish to deviate from the usual course of instruction.

841. Have you found any difference with regard to the boys' knowledge of modern languages between those who have this exemption from part of the classical work and those who have not?—I think Mr. Marriette will tell you that they have shown before going to Woolwich greater interest in French.

842. Are they among those who are exempt in this way?—They are almost sure to be, because if they are going to Woolwich I should exempt them generally, so as to give them more time for mathematics and other studies.

843. There is nothing like any separation or anything of that sort?—Not the slightest.

844. Then you are disposed to think well of your plan, considering the necessities of the present time?—I am certainly in favour of it. I do not find that it interferes materially with the general work of the school, though in some respects it is inconvenient in a small school.

845. It does not occur to you that the age of 13 or 14 is too young?—Generally it would be from 15 to 16; I should be guided by the circumstances of each case.

846. (*Lord Lyttelton.*) Have any boys ever gone direct from Charterhouse to any of the new competitive examinations?—For the army they have gone up two or three times, but not for Woolwich. This boy Cundill, who was subsequently third in the list of successful candidates, went up once before he was successful.

847. Then he went to Wimbledon?—Yes. He went there in August. He went up the first time in June of last year, and he was not up to the mark that time. I did not expect him to be. He stayed at Charterhouse till July, went to Wimbledon in August, and in January passed third out of the whole number of 250 candidates. My reason for advising him to go to Wimbledon was that we had no boy in the school going up for the same examination, and a boy in such a case then loses the benefit of active competition. If we had a larger class of boys going to Woolwich we should, I think, be quite prepared to guarantee that a boy should be able to enter straight from us, but the difficulty is that we have so very few boys who intend to go there.

848. With no more exemption from the ordinary studies of the school than mentioned in the last answer, should you be able to dispense with what is commonly called the cramming for Woolwich?—The cramming in the case to which I have lately referred was only for four months, and I should have dispensed with it but for the reason I have stated. When he went to Wimbledon, several boys were preparing for the Woolwich examination, and I believe that is the great reason why those boys distinguish themselves. It introduces a kind of competition as to which of those boys will be successful.

849. Do you think that is the main reason why those special cramming tutors are requisite. Is it not fully as much that for a short time just before this special examination they are able to devote themselves wholly to those subjects?—That is a very powerful reason, no doubt.

850. Would you not expect the system to work in this way, that the boys would remain in the public school till near the time, and that between the two they would go to a private tutor?—Yes, I think so.

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If our numbers were greater and more desirous of competing I could group the boys with a view to this and similar examinations.

851. What is the gold medal for?—It is for Latin verse.

852. Are there always three accessits or silver medals?—Not always so. Two boys are generally named, as well as the successful candidate for the gold or silver medals.

853. (*Lord Clarendon.*) As to question 21, you say, "The lecturer on chemistry has an electrical "machine." Are his lectures popular. Are many boys prepared to give up their play for them?—Yes. I should say there are about 40 boys that attend on an average, and they take great interest in it.

854. (*Lord Lyttelton.*) Is there any distinction?—He gives prizes. The lectures are decidedly popular.

855. (*Mr. Thompson.*) What use is made of the mathematical models?—In teaching mechanics. The models are Professor Willis's inclined plane and screw, &c.

856. (*Lord Clarendon.*) Is it principally the foundation scholars who learn to sing?—Yes; Mr. Hullah receives 50*l.* a year from the Govenors for teaching them.

857. (*Lord Lyttelton.*) The other is entirely oluntary?—Yes.

858. Do many of the non-foundationers take it?—A fair number; we have a concert once a year, in which the boys are the only performers.

859. (*Lord Clarendon.*) Do you know what system the drawing master teaches, is it from casts?—Sometimes casts, sometimes a vase or flowers. The boys are allowed to take a picture of the interior of the chapel or of the school, or any object which may be suitable to their purpose.

860. They never take country walks for the purpose?—No.

861. (*Lord Lyttelton.*) The concert you just mentioned is made a sort of fête by the parents?—Yes, from 150 to 200 persons attend. Really this year it was exceedingly successful I think.

862. (*Mr. Vaughan.*) When are the prizes set for drawing?—The prizes are given at our examination in May. The drawing master selects his own time for giving out the subjects.

863. Does he give any holiday tasks in drawing?—The subject is quite voluntary, and there is no compulsory holiday task in it.

864. I mean merely as a matter of expedience?—The boys do sometimes take home copies.

865. (*Lord Lyttelton.*) Have you anything like the Apposition of St. Paul's?—No, we have no speeches.

866. No recitations or anything of the sort?—No.

867. But you have a public presentation of prizes?—The prizes are presented in the presence of those connected with the school.

868. Do you find that the drawing interferes, that those who are very fond of it stop at it too long?—No; our drawing master is skilful in that respect. During the cricket season he will not come on a half holiday but at some other time, so that the drawing may not interfere with playing matches.

869. Has he ever asked you to alter that?—No, except to give him leave that at this season of the year, as long as he gives the boys the proper lessons he may arrange with them when it shall be, so as to suit their convenience for playing.

870. (*Lord Clarendon.*) You say "boys are regu-"larly instructed in the Bible, Church Catechism, the "Greek Testament, &c." What is meant by regularly instructed?—That was the form of the question, I think.

871. (*Lord Lyttelton.*) It means a part of the school work?—Yes.

872. (*Lord Clarendon.*) The monitor reads prayers?—Yes, when we meet in the school in the morning one of the foundation monitors always reads prayers.

873. The whole school together?—We meet together, except such day boys as, from the distance at which they live, cannot attend our first school, at half past seven.

874. In the chapel?—No, in our schoolroom. We only attend chapel on Saints' days, Saturday evenings, and Sundays.

875. Do the boys habitually say private prayers to themselves?—I think I may say that the case of a boy not saying them would be very rare,—indeed, so rare that it would be noteworthy.

876. You do not think that four or five being in the room together interferes with their privacy?—I think not. I judge from personal observation.

877. (*Lord Lyttelton.*) Are the monitors regularly instructed as to what is required from them?—Whenever I make a monitor I always say a few words to him. I always feel sure that he knows what he has to do.

878. The custom of the school probably is enough?—Yes. I do not wish to put too much responsibility on a junior monitor. I am always able to watch whether he does his duty or not.

879. (*Lord Clarendon.*) You say "The boys are "specially prepared for confirmation by the Head "Master, who has a confirmation class for some weeks "previous to the confirmation, which is annually ad-"ministered in the chapel by the Bishop of London." Does the Bishop of London hold an annual confirmation?—Yes, in our chapel.

880. I suppose that is according to ancient usage?—No; it is not. When I was a boy in school we used to go for confirmation to Bow church. After I left the school, the Dean of Peterborough, the then Head Master, obtained the consent of the late Bishop of London to come every year, and from that time to the present time the custom has been observed. The Bishop of London generally comes on the Tuesday in Passion week, and the whole school attends, and he confirms the boys in the presence of their schoolfellows and others.

881. About how many are confirmed annually?—About 14 annually. The present number of communicants in the school is about 28; there were 24 present at the last Communion.

882. The foundation scholars are publicly catechised?—In pursuance of an old order it is the duty of the Preacher to hear them say the Catechism. They are publicly catechised in chapel by him in Lent, six or seven being taken together.

883. Before the whole congregation?—Yes, they say the Catechism, and a course of lectures is delivered by the Preacher bearing on the Catechism.

884. You say "All the boys attend the church "service on the morning of Saints' days;" all Saints' days or what Saints' days?—The great Saints' days.

885. How many days is that?—About 12.

886. (*Mr. Thompson.*) Have you a musical service then?—Yes.

887. Is that an old custom?—No; I think that it was introduced about the year 1843.

888. (*Lord Clarendon.*) There is a special communion in the school to which those who have been confirmed are specially invited. There is no compulsion?—Not the least. On the first and last Sunday of the term on which we meet there is a celebration of the communion at which such boys as like attend. What I mean by specially invited is that at this time we expect the boys to attend in preference to other occasions.

889. They generally know that they are expected to attend, but they are not admonished if they do not attend?—No, not at all; not in the least. When the Bishop of London confirms, knowing what the custom is, he reminds those who are confirmed that there will be communion from time to time in the chapel; all the masters attend on those occasions, as well as many of the boys.

890. There are no particular remarks made on a boy if he does not attend?—Not at all. I think I have mentioned that if I found that a boy was habitually absent I should say to him privately, "I "have not seen you lately at the Communion. Can "you tell me any reason why it is so?"

891. (*Lord Lyttelton.*) Just as the clergyman of a parish would to his parishioners?—Yes.

892. (*Lord Clarendon.*) It is not to avoid an admonition from you?—No, I should never think of admonishing a boy if he was absent only once or twice.

893. You think, taking it as a whole, that it is a cheerful and a willing service?—I think it is.

894. And there is a free acknowledgment of the importance of it?—I think so.

895. With regard to question (4.) I must say that it seems to me a great deal of work for Sunday. Every hour is taken?—On Sunday many of the boys are away, as there is leave of going out to those boys that have friends from 12 o'clock Saturday to Sunday evening. The great difficulty with us is on the Sunday, as the boys are not allowed to go beyond the walls. The great difficulty is to make Sunday a cheerful and really quiet day. When I was a boy the system was this:—We went to school at half-past 10, chapel at 11, we dined at 1, we went again to chapel at half-past 2; at half-past 3 we were out of chapel and from that time till 9 in the evening we had scarcely anything to do, and I assure you the time was very heavy and burdensome.

896. Do you mean that boys would sooner go to school or chapel than to their own rooms?—The time of being in school is not long. At 9 o'clock there are prayers in each house; after breakfast some work is prepared for school, the boys in the fifth and fourth form, for instance write out the Gospel in Greek, which takes them a few minutes, then they go into the school from half-past 10 to 11.

897. (*Lord Lyttelton.*) What is done in school?—In the lower forms the boys bring in a Bible and read a chapter and the master explains it to them, or they learn some texts, or the collect, &c.

898. When is the Sunday exercise done?—It is given out to be done at any time on the Sunday.

899. What do they do from 3 to 4?—They bring in their Bibles or Greek Testaments and we explain to them the second lesson, or some other portion of the Bible. The work is not such as requires any elaborate getting up; from 4 to 6 there is no work, at 6 there is tea, and at 7 we have a choral service done by Mr. Hullah's boys, which lasts till about 8.

900. (*Lord Clarendon.*) You say "At the general "annual examination divinity is one of the subjects "in all the classical forms," what does that embrace?—The Old and New Testament, Scripture history, some questions from the Catechism, and sometimes some portion of Church History—as the Reformation.

901. Do you give them papers?—The divinity papers are set by the chaplain of the Archbishop of Canterbury.

902. You say "If the name of a boy appears "three times in one week in this book he is flogged," these are ordinary faults, inattention, being late and imperfect; if a boy was inattentive three times a week would he be flogged?—In many cases, if his name was down twice in the book the master would give him an imposition; he would not put him down a third time unless it was systematic idleness or some great fault which he found it necessary to mark; it is not necessary that he must be put down for inattention. When a boy is down twice in the book he becomes doubly careful, for fear of being put down the third time.

903. Is the system of flogging diminished?—I certainly think that it is.

904. From the time when you were a boy?—Yes.

905. And it is only administered by yourself?—I never allow any one in the school to administer it except in my unavoidable absence, in which case the second master would have authority to do it.

906. About how often does flogging take place?—We have had none this quarter, we have been peculiarly fortunate, and no boy has been flogged.

907. (*Lord Lyttelton.*) Can you tell us about how many in the year?—I could not say with accuracy.

908. Can you say 25 or 30 times in the course of last year?—In the year 1861, it was administered 50 times; no other kind of corporal punishment is used.

909. (*Lord Clarendon.*) When flogging is not resorted to impositions are given, what are they?—Writing out generally; sometimes if a boy does not know his lessons the master gives him by way of imposition to learn it again.

910. Do you resort to the system of writing out rather than learning by heart, with reference to the advantmge of the boys or the couvenience of the master?—I have never thought of the convenience of the master; in setting an imposition it certainly is more the custom to give lines to write out than to learn by heart; I do not think a master would gain by one system much more than by the other.

911. Do you think that if a master orders 300 lines to be written out, he looks over it?—That would be a great imposition with us.

912. What do you consider a fair imposition, something short of flogging?—I should give him 50 or 100 lines generally. It would vary very much, but 300 we should consider a very severe imposition; and when I give such an imposition as 300 lines, I have 50 lines brought up each morning for six days. It takes a boy a little time each day without interfering to any extent with his time of play; 500 lines may have been given on very rare occasions, but I do not remember that I have ever given a boy such an imposition.

913. As you do not carry the system of writing out to any great extent you have had no opportunity of observing whether it was prejudicial to the handwriting?—If it was of common practice to set very long impositions I cannot believe but that it would be. If I set 50 lines I expect them to be neatly written.

914. You would give a short imposition and require it to be done in a manner that would rather do the boy good than harm?—If it was not neatly written I should give it to him again. Suppose an upper boy was guilty of any impertinence to a master an imposition would be the kind of punishment given to him, because we never punish a boy in the fifth form by flogging, except in a most extreme case. I never have flogged a fifth form boy; I could do it if I liked, but practically it is felt in the school that a fifth form boy is exempt.

915. (*Mr. Vaughan.*) Would it be a violation of the rules of the school?—It would be a most unusual thing, but not contrary to any actual rule.

916. (*Lord Lyttelton.*) Is there any recollection of a sixth form boy being flogged?—I am not myself aware of such a case.

917. (*Lord Clarendon.*) You do not think that setting the punishment has any reference to the convenience of the master. But do not you think it would be more advantageous to the boy to learn something by heart, that would be beneficial to him, such as a passage of Shakspeare?—I think that in some cases it might be. I have never considered impositions as regards the convenience of a master.

918. But I am speaking of what would be advantageous for the boy, and not of what would be convenient to the master?—I think very possibly it might be an improvement from time to time to give a boy something to do, which would be of real advantage to him, and in many cases that is the course which we adopt. If I find a boy has not prepared his lesson I make him write me out a translation of it and write it neatly. It is only in such cases as impertinence or disturbance that a boy would have 300 lines to write down, and in such case he would have two or three days within which to do the impositions.

919. You have no reason to doubt that these punishments have the effect of punishing; they are not laughed at?—I do not think so. I think giving

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a boy so many lines and spreading it over a certain period is a severe punishment, because it takes up a portion of time each day.

920. The punishments are not disregarded?—I do not think so.

921. (*Mr. Vaughan.*) Am I right in understanding that if three of these entries in the book end in a flogging, there is no punishing for any of the previous entries?—None.

922. When the third comes he is flogged for them all?—Yes, the third entry in one week involves a flogging.

923. (*Lord Lyttelton.*) What other minor punishments have you besides writing out?—One of the punishments which I sometimes employ is stopping boys from going to their friends on Saturday and Sunday; it is a punishment which a boy feels very much.

924. There is the objection to learning by heart as a punishment, of the different powers of the boys?—Yes, that is so; with the great average of boys you might resort to it.

925. Must there not always be great difficulty, considering the different powers of boys, in having other than corporal punishment?—I think that there must be.

926. But perhaps writing out with more attention to handwriting would be as free from inequality as others?—Yes, if a master on looking at the imposition when it is given up, finds that it is written in a kind of haphazard way he gives it to the boy to do again.

927. (*Lord Clarendon.*) You say the Head Master "almost invariably inflicts it himself," why not invariably?—If I did not flog a boy it would be simply because from some inevitable cause I was away from the school at the time of punishment.

928. (*Lord Lyttelton.*) "Almost invariably" means except during absence?—Yes.

929. (*Lord Clarendon.*) As to question 27 you say, "To certain boys selected from the sixth and "fifth forms is assigned the duty of helping to main-"tain the discipline of the school," I suppose those are monitors?—Yes. I say afterwards "Those boys "so selected are called monitors."

930. "To suppress bullying," is bullying at all common?—Not at all common, I believe.

931. (*Lord Lyttelton.*) When you were a boy at school was it not common?—At times it was. It depended very much on the boys at the head of the school. It was nothing in my time to what it was before. I can see, I think, a great difference now to the time when I was a boy.

932. (*Lord Clarendon.*) You consider that the monitors are the great protectors of the weak against the strong?—Yes, and if I hear that a boy is uncomfortable I at once call for the head monitor and privately, through him, inquire into the case.

933. In every case of that sort has your suggestion to the monitor and interference been successful?—Yes, I believe, most beneficial. It has been very rarely that a matter has been brought before me, but when I hear that a boy is not comfortable I speak to a monitor.

934. You say from time to time a monitor falls short of that which is expected of him?—Yes, and it must be borne in mind that sometimes I have a limited area to select from. In my own house at the present moment the number of uppers is very few; I have only one monitor. Generally my rule is to have two. The punishment for gross neglect of duty on the part of a monitor is to deprive him for a time of his monitorship.

935. (*Lord Lyttelton.*) He is not put down in the school?—No, but he is deprived of his powers. If it is a neglect of duty as a monitor I take away his monitorial status from him.

936. For how long?—That would depend on circumstances. Perhaps he might have done an impertinent act with no malice about it, but for the sake of example he is deprived of his authority for a short time.

937. A boy would feel that very much?—Yes.

938. (*Lord Clarendon.*) I will call your attention to the last line of your written answer in No. 29, as to fagging; you say "Those who have the privilege "of exercising this power are not the strongest but "those who from their position in the school are "deemed worthy by the master to exercise such "power," is the permission of the master required in order to enable a boy to fag?—Yes, a boy in the fifth form does not from his position have the right to fag, until it is given to him by the master, and it is just the same in the sixth form. The technical phrase is to "give a boy his privileges." Among the foundation scholars I only allow 10 boys out of 44 to have the privilege of fagging.

939. If there are not little boys enough you do not give them the privileges?—If they were given to all the boys in the sixth and fifth forms there might perhaps be at times 20 entitled to fag, and perhaps the boys to be fagged would be 10. If I were to find a boy using his privileges tyrannically or acting unworthily of his position, I should take away his privileges, not corporally punish him.

940. (*Mr. Thompson.*) Was that introduced by your predecessor?—I have always considered it to be the custom of the school.

941. (*Lord Clarendon.*) Do you give the privileges simply with reference to the seniority, or have you some regard to the boy's character?—The boy's character is a very essential element in it. If a boy got into the fifth form who I felt sure was unfit to exercise the privilege, I should not give it to him. A boy at the bottom of the fifth form might be fit to be an upper, and a boy some places above him I might not consider so.

942. (*Mr. Vaughan.*) What is the fagging described as making of the tea? What does it amount to?—It is putting the tea and water in the tea-pot.

943. Not making the toast or carrying in the tea?—Toast is made by some of the boys. They make toast for their master at the same time that they make the tea. They are in the same room close to one another.

944. What is it that the fags do at football?—Sometimes there is what is termed a call of the whole school to play a game. They take a regular part in the game.

945. I suppose at football a little boy can really take no active part?—I consider that a little boy can quite take his part in the game.

946. (*Lord Clarendon.*) Do the foundation boys fag the boarders?—Yes. Of course when the boys are locked in at night the case does not arise, but during the day-time a foundation boy can fag a boarder, and *vice versâ*. Practically, the gown boys generally fag the gown boys, and the boarders the boarders. Supposing they were at a cricket match and a boy wanted a fag to get the ball, he would not care whether it was a gown boy or a foundationer.

947. (*Mr. Vaughan.*) Would that be so as a matter of discipline as well?—Matters of discipline generally arise in the houses, and in them the monitors and uppers of each house exercise power over the fags of the same house.

948. (*Lord Clarendon.*) When you give a boy his privileges do you allot him a particular fag?—No; that is done by the boy himself.

949. (*Mr. Vaughan.*) Is his power confined to a certain fag?—No; but he generally selects one boy, whom he considers specially his fag.

950. (*Lord Lyttelton.*) Does it often grow up into a friendly relation?—Very often, I think.

951. Are all the boys below the fifth form liable to be fagged?—No, the fourth form is exempt.

952. The fagging at cricket is different from that at football; it is in fact a mere helping at cricket?—A boy may be required to run after the ball when hit, or to act as long-stop, but from the custom of nets being occasionally placed behind the wicket, the latter species of fagging is not so common as it was formerly.

The principal portion of cricket fagging is the throwing of the ball and the stopping it with the hands.

953. (*Lord Clarendon.*) As to question 34. With respect to the boys having time at home, are they not at a disadvantage ?—What is done in the first school is saying repetitions and preparing work for second school. The day boys come at half-past nine with that work prepared. They say it immediately they come and take their places in the form. No work is done in the form without them. Repetition is always the first lesson in the morning.

954. Do they do as well as others ?—Some of our greatest successes have been by day boys.

955. As to question 39, are there 60 boys in the rifle corps ?—There were about 60 on the last occasion. I dropped it in the summer time because I found it could not go on with cricket. We have drilling when we go back from October to December, and from January till the 25th of March.

956. Is it voluntary ?—Yes, entirely.

957. Do they like it ?—A great many of the boys do. I purchased 40 carbines, and that gave a fresh impetus to it. M. Angelo attends, and he brings two ex-serjeants with him, and twice a week the boys are drilled in our grounds. They can do everything except actually shoot. From our position we are prevented from doing that.

958. Do not they fire blank cartridge?—No, there is no place where they can do so. They use caps, and go through all the exercises, so that when they join a rifle corps at the universities or elsewhere they are quite able to take their part. In fact the drilling is so much attended to from their not being able to do any shooting that they get on very well.

959. Have they a uniform ?—They have only a belt, because they have no means of displaying uniform. Considering the number of our school I think it has answered very well.

960. Has there been a falling off ?—There was till I bought those carbines.

961. What do the boys pay for the drill serjeants ?—I charge them 1*l.* a year, and a few shillings a year for the use of the carbines and cleaning them. They walk up in military discipline and take their carbines from the stand where they are.

962. And can they do all the manœuvres ?—Everything except actually fire.

963. Have you any limit as to age ?—I have not made any.

964. (*Mr. Thompson.*) Do they learn fencing from M. Angelo ?—Yes, some of the boys are generally engaged in learning it.

965. (*Lord Lyttelton.*) What is the "average profit" of the Head Master and second master ?—As regards boarders, I have already explained that for the purposes of arrangement the second master and myself consider our two houses as one house ; we draw joint checks for all the expenses. We employ common tradesmen, and both houses, for the purpose of management, are treated as one. In the division of profits $\frac{2}{3}$ths are drawn by the Head Master, $\frac{1}{3}$th by the second master.

966. Is that what is meant here by "the average "profit of the Head Master"?—Yes. The profits vary of course with the number of boys. Our salaries are so small, that it is upon the boarders and day boys that we mainly depend, and the small numbers of the latter affect our incomes most materially.

967. As to Table B., you said just now that a boy sometimes was admitted as low as eight, but there are none near that age in these tables, none below 10 ?—That is quite an accident. A boy came to us last quarter at 9 years of age.

968. We find that the age is rising in all these large schools, and that there is hardly ever any boy below 10 ; should you expect a boy to come at 8 or 9 ?—I consider 8 or 9 generally speaking too young to come. I should say that from 10 to 12 is the best age for a boy to enter.

969. (*Mr. Vaughan.*) I observe that you do English essays down so low as the fifth and lower fifth forms ?—As low as the upper fifth form.

970. What subjects do you set for English themes ?—Generally some historical subject, such as to give an account of the wars of Marlborough, which they would take from a book and make a kind of abstract of.

971. Do you give the fifth form subjects within their experience to write upon, simply for the purpose of seeing how they can write. Do you meet the case of the lower forms in that way ?—The subjects given are most frequently historical, sometimes they are more general.

972. Can you mention any of those particular subjects ?—Among subjects recently given have been "The effects of the Crusades," "The causes of the "American War of Independence ;" "The English "language ;" "The leading features of the reign of "Queen Elizabeth."

973. Do you think they really get powers of arrangement and thought from such topics ?—I think the English themes are of value. The Latin themes are the greatest difficulty.

974. I see in the school you have a great deal of original composition, more so than is common ?—Only original Latin themes and original Latin verse; we have no original Greek composition.

975. How do you avoid the use of old copies in original Latin themes and Latin verses ?—By trying to give different subjects.

976. Do you keep that in your mind ?—Yes.

977. It is not at all a permitted thing to send a given number of old copies in in a year ?—No.

978. You commence both Greek and Latin in the lowest forms ?—That depends ; two boys have come to us this quarter who will not begin Greek till they are thoroughly grounded in Latin. Very often a boy comes knowing a great deal of Latin but he is not fit to go into the first form, because he has not learnt even the elements of Greek.

979. You do not commence Greek verse composition till some time after you have commenced Greek prose ?—No.

980. Do you think that the best method ?—I think it is.

981. I think you put off the reading of Attic poetry till rather late ?—Till the fifth form, and that is the reason why the Greek iambics are not set till that time.

982. Are the numerous authors read by the sixth form commonly in hand in the same half year, or distributed into different half years ?—Yes, that is taking the whole year ; they would not be all going on at the same time ; for instance, this quarter I read Juvenal with them, next quarter I should read another Latin poet.

983. You take one up and drop it?—Yes, with certain exceptions ; portions of Homer and Virgil, for instance, are read every quarter.

984. Do you do that for the sake of getting variety of style ?—Partly for that reason, and also for the matter which they contain.

985. Have you systematic repetition of Greek ?—The higher boys learn a great deal of Greek.

986. Have you any regular time for the repetition?—Every morning we have some Greek or Latin repetitions ; if a boy in the sixth form has any taste for English poetry, or is desirous of studying history especially, I accept an English repetition occasionally instead of the Greek or the Latin.

987. You find that verbal memory differs much in different boys ?—I should say so.

988. Do you find a greater variety of faculties in verbal memory than in the memory of facts and arguments ?—I should say so certainly.

989. (*Lord Lyttelton.*) As to table D. I should wish to understand the amount of time a boy gives, I understand they have five hours in the school in the sixth form?—That would be about the time for the forms below the sixth form ; the sixth form would

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not be quite so long in school, because they prepare their work out of school.

990. But the other forms also prepare their work out of school?—Yes, but they also prepare a great deal in school too.

991. Suppose a sixth form boy works five hours in school how much work should you expect him to be doing besides that?—At least a couple of hours in the evening, but in some cases more.

992. That would apply to day boys as well?—Yes.

993. Taking all the work?—Yes; the five hours are not continuous.

994. (*Lord Clarendon.*) That includes the day boys' work at home?—Yes.

995. (*Lord Lyttelton.*) Including his exercises and all?—Yes.

996. (*Mr. Vaughan.*) Permit me to ask you whether with those of your own standing, looking back to the period when they were at the school, there is a general feeling that the time given to Latin and Greek has been overmuch?—I think not.

997. I do not mean a feeling in the popular mind, but rather with those who have been educated there?—Generally I do not think there is any dissatisfaction among men of my own standing.

998. (*Lord Devon.*) At what time do the day boys come?—At half-past 9; if they live in the immediate neighbourhood they come to the first school at half-past 7.

999. (*Lord Lyttelton.*) Do you not otherwise make any difference, suppose a boy lived some distance off?—That would make no difference. All must be present at the commencement of the second school.

1000. (*A Commissioner.*) Have you not a grammar peculiar to the school?—We have a Charterhouse grammar.

1001. Do you adhere to that?—We do.

1002. You think that as far as you know you do wisely; and that it is not a mere prejudice and tradition in the school to keep up this grammar?—It is a fair grammar; it would be difficult to substitute another. The fact of all the boys being brought up in it from one generation to another makes it difficult to change.

1003. Do you think it the best grammar at present used among public schools, or do you think it stands fairly?—It stands fairly.

1004. Was not there a Charterhouse grammar in Dr. Russell's time?—Yes.

1005. Who was the author of the Charterhouse grammar?—Dr. Russell himself was.

1006. (*Mr. Vaughan.*) You have several Charterhouse editions of classical authors, have you not?—No.

1007. I mean Charterhouse editions for the purpose of teaching the boys?—We have a book containing selections from Latin and Greek authors: we have no special editions of classical authors that we use now.

1008. (*Lord Clarendon.*) Do you consider that the Charterhouse grammar is a good one?—I think it is a very fair one.

1009. Do you know a better one?—I should think that Dr. Kennedy's Latin Grammar is in some respects better.

1010. (*Lord Lyttelton.*) Do you know such a thing as a tolerably good grammar?—No grammar with which I am acquainted is quite satisfactory.

Charterhouse, Thursday, 19th June 1862.

PRESENT

Earl of Devon.	H. Halford Vaughan, Esq.
Lord Lyttelton.	The Rev. W. H. Thompson.
Sir Stafford Northcote, Bart.	

The EARL OF DEVON in the Chair.*

J. W. Irvine, Esq.

19 June 1862.

J. W. Irvine, Esq., examined.

1011. (*Lord Devon.*) I believe you are one of the assistant masters at Charterhouse?—I am.

1012. And your rooms are closely adjoining those occupied by your boys?—Yes, to those of the foundation scholars.

1013. Will you state your precise duties with respect to them?—With respect to the charge of the foundation scholars, I am responsible entirely for the discipline of the house. We have the monitorial system there, and of course that is of great assistance, but still I am responsible for the discipline of the house, and in case of any irregularity, the matter is brought before me. Either I find it out myself, or any servant of the house who has a complaint to make reports it to me, and the boys in their turn report to me any complaints against the servants. If any irregularity on the part of the boys is reported to me I use my own discretion as to whether I shall refer the matter to the Head Master or award some punishment myself.

1014. In the shape of repetition, or writing out, or confinement to the house, or in what way?—Confinement to the house is a punishment we never use. The punishment is either by imposition, or by entering the offender's name once, twice, or thrice in the monitor's book, which last measure involves his being flogged.

1015. When a boy's name is put in the monitor's book, does that necessarily come before the Head Master?—Yes.

1016. Have you a monitor, as far as possible, for each of the large rooms?—No.

1017. You have a head boy who more or less takes charge of the room?—Yes.

1018. What is your opinion as to the sleeping accommodation of the gown boys, do you think in point of health it is sufficient?—I think quite. I think there were two rooms which were used up to last May, which were not healthy rooms. I speak of the two upper rooms; one particularly, had a sloping roof, and there were nine boys in it.

1019. Has it ever happened to you to go into a room of a morning before the boys were up?—No; it has not.

1020. Do you visit the room at night after they are in bed?—Yes, occasionally, but not usually. I always go round to see the lights out in their rooms a short time after prayers.

1021. My question pointed rather to the state of the atmosphere of the rooms. Are you able to state whether after the boys are in bed the atmosphere of these rooms is sufficiently pure?—Yes, certainly; I think it is.

* The Earl of Clarendon was present and in the chair after the examination of the first two witnesses.

1022. Is there anything offensive in these rooms?—I have never found it so. I have had occasion to go in at 12 at night, and on one occasion at two in the morning, and I have never found the air at all impure.

1023. Are the boys locked in their rooms?—Yes.

1024. On which side is the key?—On the outside.

1025. In case of the illness of any boy what happens?—They knock at the door, and I let them out.

1026. Is there anybody else who sleeps near?—In addition to my rooms, which are in the middle of the house, there are rooms occupied by masters at the two ends of the house.

1027. There is no mode of getting out at night, except by knocking you up?—No, there is not.

1028. Do you think that a desirable state of things?—I think it is more desirable than that the bed-room should not be locked, or even that any boy inside should have the key.

1029. Are you aware that in one of the boarding-houses it is the practice that the head boy of the room has the key?—Yes.

1030. In the other it is not?—No.

1031. Do you think it would be on the whole safe to trust the head boy of the room with the key to be used under such circumstances?—I confess I think on the whole, the advantage is in favour of our present practice, because in no case can any boy on any excuse get out of his bed-room, and no other boy can get in. It ensures perfect quiet to the little boys from nine o'clock at night till seven in the morning. No big boy can possibly say to one of them, "You "must come out of your bed-room early and call me." They are perfectly certain not to be interrupted.

1032. Does it often happen to you to be roused at night?—Very seldom.

1033. Do you think the system of lavatories, supposing them to be fitted up in the proper way, sufficient without having separate washing stands in the rooms?—I think so.

1034. Do boys go down half dressed?—Yes. They have their trousers on, and carry their shirts down with them.

1035. They put on their shirts down below?—Yes.

1036. As to more complete washing than a lavatory affords, what is there as to bathing; are there any tubs?—Yes, there are tubs, which are called into requisition twice a week only.

1037. Must a boy go into a tub twice a week?—No. Once a week.

1038. Where is that?—In the washing place; a certain number of boys go on Friday, and a certain number on Saturday.

1039. Under whose superintendence is that?—I think the scholars' groom, as he is called.

1040. And that implies complete washing all over?—Yes.

1041. There is no bath, I think you say, at present?—No; not at present, but baths are in course of preparation.

1042. As to the food, we were present the other day at the dinner. Are you satisfied with the food that is provided by the Foundation?—Quite. I think it is very good.

1043. Is it as good as or better than when you were a boy?—I should say precisely as good, but I do not think it is better.

1044. Is there any change for the better as respects the accommodation for food or the arrangements in the buildings since you were a boy?—With regard to food a large number of the boys are now allowed tea. When I was at school every boy was allowed half a pint of milk in the morning, and a pint at night; and all upper boys were allowed to provide tea, coffee, &c. for themselves, but now all the boys down to and including the fourth form have an allowance of tea morning and evening.

1045. Is it made for them?—Yes; in the case of boys who have fags, their allowance of tea is given them, and the fags make the tea specially for them.

1046. Where do they drink that tea?—In the gown boys' hall.

1047. Is there one common teapot for the whole?—Yes, except for the twelve head boys; it is made by the servant in the pantry.

1048. Is it brought in ready made?—Yes.

1049. Is it the same at breakfast?—Yes.

1050. You have no doubt that the food is adequate in point of quantity?—I think it is adequate.

1051. And good in quality?—Yes.

1052. Is the meat sufficiently dressed?—Yes; it is very good.

1053. Passing from that to the health of the boys since you have been assistant master there, has the health of the boys been good?—Very good indeed.

1054. Do you think a boy looks in as good health at the end of the half year as when he comes from home?—Yes, I do.

1055. One question with respect to the new buildings. I think you said, that though you are aware this washing room is to be used for that purpose, you are not aware of any details?—That is so.

1056. Do I infer correctly from that that neither you nor the Head Master were consulted as to the arrangements that were made for the gown boys' accommodation in the building?—I was not, and I believe the Head Master was not.

1057. As to locking the door, considering what an extremely disagreeable thing it is to be waked up on a cold night, is it not inevitable that a young and timid boy would feel it a very unpleasant thing to do to make a man in the position of his master get out of bed and open the door for him?—Some such feeling might prevent his doing so unnecessarily; but I do not think that any boy would scruple in case of real necessity.

1058. Is there any system of keeping the floor of the present lavatory dry, for wiping up or drawing away the water that is on the floor?—I believe there was some plan. They bored holes in it or tried some such experiment 18 months ago, but I think it is very bad. I believe it was often very wet, and I think it possible that the water may on some occasions have stayed on the floor.

1059. (*Mr. Vaughan.*) You say you are responsible; to whom are you responsible?—To the Head Master.

1060. Is the Head Master the authority recognized by the Governors of the hospital?—Yes. I am simply in the position of his substitute there.

1061. The fact is, you are delegated by the Head Master, and the Head Master is responsible to the Governors?—Yes.

1062. So that there is a responsibility ascending, as it were, from you to the Governors?—Yes; quite so.

1063. You said you thought it was better on the whole to have the boys locked up, that it would be the less evil of the two. What abuses have ever occurred in houses in which they have the privilege of a key on the inside?—When a boy at school I have heard reports of boys going down stairs during the night for the purpose of smoking and committing other irregularities.

1064. Why could not they do that in the bedroom if they had a mind to smoke?—I think it highly improbable that a boy would wish to do so in his bed-room, and I think that detection would be certain if he did.

1065. Has that ever been done to your knowledge?—No, not to my knowledge, but I have heard it stated that such things have occurred, and I have often heard of a boy going from his own room to another for the sake of disturbing the boys there.

1066. He might do that?—Yes.

1067. You think that the monitors in the rooms would not be a check?—We have no boy in the position of monitor in these rooms. The head boy of the room would be held responsible for any irregularity, if I could not find out who the real offenders were. So far I do consider the head boy perhaps to a certain degree in the light of a monitor.

CHARTER-HOUSE.

J. W. Irvine, Esq.

19 June 1862.

1068. You are a little disposed to doubt how far there is any monitorial authority exercised in the bedrooms?—Yes; practically I do not think there is much.

1069. Does it come to this, that if you found anything actually occur which ought not to have occurred, there is no person in the bedroom to whom you would say "Why has this been, or why did not you "stop it?"—No; I do not think it would be fair to do so, because it is always the highest boy in the room to whom we look, and he has no real authority given him. He may be the weakest boy in the room. I should say to him "Very well, this disturbance has "taken place, if I cannot find out who has done it I "shall hold you responsible," and that would be sure to bring out the names of the offenders.

1070. Do you suppose that to have arisen from the masters having been placed in such proximity to the bedrooms, that they were supposed to be in authority in the bedrooms?—I do not know at all.

1071. Do you know what sort of order is kept as a matter of fact in the bedroom?—I have every reason to believe it is good, certainly, much noise could not be made without it being heard, and if there were any great signs of disorder in the room next morning, it would be the duty of the housemaid to report it.

1072. If there is any bullying in the bedroom, or drinking, are the arrangements such that you would reckon certainly on finding it out?—Yes, that is so.

1073. Who do you think would inform you in the case of bullying, for instance?—Of course an act of bullying might occur without my knowing; but I think anything like a system of bullying would be pretty certainly discovered. If not found out directly, it would very likely come indirectly to the knowledge of the matron.

1074. You speak of boys going to bed at 11 o'clock. Are there more than two different hours of going to bed?—No, we have prayers at 9, and then the younger boys go to bed directly after prayers, and are locked in their rooms.

1075. Then it is only the younger boys that are locked in at all?—Yes.

1076. Up to what form are they locked in?—All but the 14 seniors are locked in. Until the last year or so, the numbers who used to sit up to 11 o'clock were limited, but now this privilege is granted to all the boys in the sixth and upper fifth forms.

1077. Is it a regulation?—Yes, of the Head Master, revocable at his pleasure. 22 boys at present sit up till 11, and those 22 boys sleep in the three bedrooms. There are two rooms of five boys, and one containing four, which are not locked up, and all the others are.

1078. How many are there in the house altogether?—Forty-five; 14 out of the 45 are not locked up.

1079. But the majority are locked up?—Yes.

1080. Are those 14 who are not locked up all boys that are trusted particularly not to infringe the discipline of the place?—We suppose they would be less likely to do so. From their position in the school they ought to be less likely, and, in point of fact, I believe they are.

1081. I mean as to smoking or drinking, do you think the boys of that age would be less likely than the little boys to do it?—In point of age of course the bigger boy is more likely to smoke than the younger one. But I think there is little chance of a boy who goes to bed at 11 and rises at 7, getting up during the night for irregular purposes. In my opinion the biggest of the boys who go to bed at 9 are much more likely to do so.

1082. You speak of the use of the tubs, is there any particular order as to the time at which they are to be used by each boy?—No.

1083. Do they take them as they come, or as they like?—There is a sort of regulation. There is a monitor who regulates such matters. He regulates that a certain number of boys are to wash on Friday, and a certain number on Saturday night.

1084. He does not superintend it in any way?—No.

1085. Is it considered rather a favourable opportunity for a practical joke when a boy is in the tub?—No; it was not when I was at school.

1086. With regard to diet. Was it the case that the dinner we saw was the usual dinner served at that time of the year?—Precisely.

1087. That is, the boys have salad with their cold beef, and the best description of mutton?—Yes.

1088. And the cook, I suppose, does exactly the same commonly as on that day?—Yes.

1089. Is there any person in the habit when the dinner is served up of going into the place and casting an eye all round?—I do so.

1090. Is it one of your regular duties to do it?—Yes; I go there six days out of the seven, and the monitors would tell me if there was anything wrong on the seventh day.

1091. How long have you been at the school in your present capacity?—Three years.

1092. Was there any master holding the same place as yourself previous to you?—Yes; Mr. Pearson.

1093. It is an old institution, in fact?—Yes; it is something like 130 years old.

1094. Receiving salary in the same way, and standing in the same relation to the Head Master?—Yes.

1095. Do you know whether any complaint has ever been made on the part of parents with respect to this practice of locking the chamber doors?—I never heard of it.

1096. Neither during your mastership, nor when you were a boy?—No.

1097. (*Lord Lyttelton.*) Nor from the boys?—No.

1098. (*Mr. Thompson.*) Have the boys any means of secreting liquor in their rooms?—No; I think it would be very hard to do so. There is not a bit of furniture in the room except the bed, and no box.

1099. Is not the dread of smoking and drinking almost chimerical?—Perhaps it is; I confess I have very small fears of them; but I mentioned them as practices which might arise if all the boys had the run of the house during the night. I believe that our present system saves much mischief and disorder, and (what I deem most important) it keeps the little boys perfectly free and safe from the big boys. I have heard at other schools where fagging is allowed, that the little boys have to get up early in the morning and light fires, and make coffee for the big boys. Such a thing could not happen at Charterhouse.

1100. I think you stated you had heard in the other house that abuses had followed from the practice of entrusting the key to the boys themselves?—Yes: and I think that if the key were given into the charge of one of the boys this perfect security would be destroyed; for I think it very likely that if an upper said to a fag "You must call me at half-past five "to-morrow morning," the boy would be afraid not to do so, and would induce whoever held the key to give it up to him.

1101. You said you had heard that smoking and drinking had been the result?—I do not mean to any great extent; I heard it stated, as a fact, that such things had happened.

1102. In spite of the great difficulty of secreting?—They could secrete it downstairs.

1103. I presume, smoking would certainly be detected next day?—I think in all probability it would.

1104. Which house were you in?—I was in town boys; I was one year in the Head Master, Dr. Saunders', house.

1105. (*Mr. Vaughan.*) With regard to the one teapot which you spoke of, how many does it supply?—It supplies about 20, I think.

1106. May I ask what is the size of it?—I should certainly think it would hold about 2½ gallons.

1107. Is there an express order given for a Charterhouse teapot, or how do you get such a large teapot?—It is a sort of copper teapot.

1108. Is it put on the fire?—I believe it is.

1109. And the tea put into it over the fire?—I believe so.

1110. To get as much strength out of it as possible ?—Yes.

1111. Do you know whether that is considered to extract the best, or the worst part of the tea ?—I confess I do not like the plan, and I think it might be improved upon. I have had tea brought up to me with complaints, and I did not always consider it very nice.

1112. You think a better arrangement might be made ?—I do.

1113. (*Lord Devon.*) Does it frequently happen that you have complaints made to you of the quantity or the quality of the food ?—No, certainly not frequently; I had a complaint not very long ago, with regard to the quantity of milk, I inquired into it, and I considered the quantity was short. I first went to the manciple, and he told me his instructions; and then I went to the Master, and told him I considered it was not enough, and he said he quite agreed with me.

1114. Was it redressed ?—I believe it was, I do not know that it was. I went to the Master on the first day of the last holidays, and I do not know as a fact if the supply of milk has been increased during the present quarter, but I have not heard a complaint of the shortness of it from the boys.

1115. (*Mr. Vaughan.*) Do you know if there is a regular allowance of tea for each boy ?—I do not know.

1116. Who has the management of it ?—The butler.

1117. There is no standing order that you are aware of, that so much tea is to be served for the 20 boys ?—I am not aware of any.

1118. (*Lord Lyttelton.*) Does the butler make the tea ?—Yes.

1119. (*Mr. Vaughan.*) A certain amount of tea is confided to him, and he puts as much as he thinks reasonable ?—Yes. I suppose there is some rule to guide the consumption, but I do not know.

1120. Do those boys who receive this tea pay anything ?—No.

1121. Those below pay nothing also, but they get no tea ?—No.

1122. Do you know what the principle is, upon which the lesser boys, being entitled I suppose to the same privileges under the foundation, are not allowed tea, while the other boys have it ?—When I was at school, no boy was allowed tea; but all the sixth form boys, and the privileged boys in the fifth form were allowed to provide tea and coffee for themselves at their own expense. Other boys, without permission, used to provide it for themselves, and as it was found that the practice was growing, and that the boys did not like milk, after I left the school the change was made. I believe the Master made the change, and arranged that all the boys above the shell form should be provided with tea by the house. I believe it was arranged that it should extend to the shell and stop at the shell.

1123. Is that adhered to now ?—Yes.

1124. Do the little boys get no tea ?—No.

1125. Does this apply to breakfast ?—Yes.

1126. They get London milk ?—Yes.

1127. I suppose that at Charterhouse, with regard to milk, you labour under the same difficulties, that all persons do in the centre of London, as to the purity of it ?—When I used to be at Charterhouse the milk used to be remarkably good for London.

1128. Do you think it remains so ?—I believe it remains so. I do not know that I ever tasted it.

1129. Is the bread baked on the premises ?—No.

1130. I suppose these boys have been used to tea at home ?—I should think they had.

1131. Do you think it would be rather uncomfortable to a person used to tea not to have it ?—I am by no means sure that the boys would be glad to exchange milk for tea.

1132. Do you know how much the little boys' allowance of milk is ?—The allowance is half a pint at breakfast and a pint for supper.

1133. (*Mr. Thompson.*) There are some very young boys ?—Yes; some at the age of 10.

1134. I suppose you will consider boys of the age of from 10 to 12 as not too old to be fed with milk ?—No; I daresay some of the boys prefer it.

1135. Do you think, as a matter of fact, that they have tea or milk at home ?—I do not know; I should think they had tea.

1136. (*Mr. Vaughan.*) Do you know whether there is any regulation as to the strength of the beer ?—I do not know what the regulated strength is, but the boys have precisely the same beer as we do ourselves in the hall, and that is very good. They have an allowance besides at night, and that has not been so good, but that has arisen from the want of a good cellar, which will soon be obviated. The fact is, they have got no good cellar, and therefore the beer is drawn off from the large cask into a small nine-gallon cask, and when they get it for supper it has very often not settled down. The beer they get at dinner I know to be the same, and I believe it to be in precisely as good order, as that which we have ourselves.

1137. I was asking simply as to strength for the purpose of giving nutrition ?—I do not know at all, but I should think it was very good.

1138. (*A Commissioner.*) You were asked a question as to what went on in the bed-room. Could any system of bullying, such, for instance, as a boy's turning anyone out of a turn-up bed occur ?—There are no turn-up beds.

1139. Could any bullying go on without your knowing it ?—I do not say that on a single occasion there might not be a disturbance without its being heard; I might be absent from my room, but I do not think it could go on systematically.

1140. (*Lord Devon.*) Is there any matter which you wish to bring under our notice from your experience as a boy and as a master, as to the relation of the upper boys to the lower, or of the schoolmaster to the Master of the Hospital, or as to any other point ?—I consider the last point you mention, the position of the schoolmaster with regard to the Governors and to the Master is not altogether satisfactory.

1141. In what point of view ?—I think that he has not that control over the internal arrangements affecting the foundation scholars which a person responsible for their order and discipline ought to have; and that, in general, he has very little opportunity of influencing the decisions of the Governors, in matters relating to the school, or of making his wishes known to them.

1142. Do you think the interests of the school are prejudiced by that want of communication ?—Yes, I do.

1143. Is there any other observation you wish to make ?—I think not, except that I am desirous of adding a few general statements to the evidence already given. A fee of 4*l.* 4*s.* per annum is exacted from each foundation scholar, for the matron, as an addition to the salary of 140*l.* which she receives from the house. At an inquiry held by the Charitable Trusts Commissioners in 1854, this charge (which was then at the rate of 5*l.* 5*s.* each boy) was explained by Archdeacon Hale (as reported in the *Morning Chronicle* of July 21st, 1854,) to be made for "washing and mending clothes." The exaction has, as I can assert, been felt to be a grievance by many parents and by my own contemporaries at school, and it seems only just that whatever is considered a suitable salary for the matron, and also all charges for "washing and mending," should be paid by the house instead of being thrown upon the scholars. I wish also to state, that I consider the salary which I receive as assistant master in charge of the foundation scholars—40*l.* a year—(a salary fixed, I believe, more than a century ago in 1752), to be a very inadequate remuneration for the trouble and responsibility involved in the charge of 45 boys.

The witness withdrew.

CHARTER-HOUSE.

Rev. S. F. Williams.

19 June 1862.

The Rev. S. F. WILLIAMS examined.

1144. (*Lord Devon.*) How long have you been connected with Charterhouse school as a master?—I have but just entered on my duties.

1145. In what capacity were you connected with it before?—As mathematical examiner.

1146. As mathematical examiner what was your position with respect to the school?—I was not required to examine in person, but I had to set questions in the different mathematical subjects for those in the upper half of the school; in the lower part of the school the examination depended on the master and not on the examiner.

1147. As mathematical examiner you were not resident?—Not necessarily; but the mathematical examiner is required to be present in Charterhouse once a year, to report upon the proficiency of the foundation boys in mathematics.

1148. Your present position is that of mathematical teacher?—Yes.

1149. Associated closely with the school?—Yes.

1150. Taking classes?—Yes.

1151. Will you explain the mode in which you exercise your duties in teaching mathematics?—The subjects which are at present under consideration are the earlier subjects, consisting of Euclid, arithmetic, algebra, and trigonometry, in which I take the higher class of the school. Euclid I require them to say by word of mouth. In arithmetic and algebra I give questions, pointing out to the class what I consider to be difficulties, and explaining them. In trigonometry I give them a stated portion to study, and then furnish them with papers of questions which I require them to answer. Twice a week also they have a paper of questions in addition to this, the answers to which they show to me on the following day, and I examine them one by one, and show them their faults.

1152. Have you any boys under your charge in mathematics who are excused any portion of their classical work in order to enable them to give more time to mathematics?—There are about 10 or 12 of such boys, who, inasmuch as they are going either into public offices or into the army, are excused their Greek lessons, and with such boys I work at mathematics.

1153. How many hours a week are you engaged with them?—It would require a little consideration to say exactly.

1154. I mean with each boy, how many hours in the school?—In school, every day, we are present between five and six hours; but the whole of that time is not occupied with mathematics.

1155. (*Lord Lyttelton.*) We wish to know what portion of time a boy gives to mathematics, whether in school or preparing his work?—Those who are excused their Greek lessons are occupied in mathematics about 18 hours in the week.

1156. Does that include preparation?—That includes all, as far as I can speak from memory.

1157. How many hours are occupied in mathematics with regard to those boys who are not so excused?—Between seven and eight.

1158. What periods of examination are there for mathematics?—For the whole school, once a year; and for those on the foundation, twice a year.

1159. Are both examinations conducted by you?—As examiner, strictly speaking, they were; but the one of last Christmas was conducted by the previous mathematical examiner, as I was out of England at the time. In the Christmas examination of the foundation boys, the subjects are much fewer than at the other examination.

1160. Are you on the whole satisfied with the general progress in mathematics at the school, or do you think it could be carried further with advantage and without injury to any other branch of instruction?—I do not think it could. It seems to me that quite as much time is given to mathematics as can be spared from the rest of the work. As compared with the previous state of the school there is a vast improvement.

1161. Were you a Carthusian yourself?—Yes.

1162. You were applying your experience as a boy?—I was.

1163. Did you succeed to Mr. Watts?—I did.

1164. Do you live in the Hospital?—Yes, I do.

1165. In what state of preparation as to mathematical knowledge do you find the boys on coming to school?—I can scarcely answer that at present, as the juniors have not yet come under my supervision; but, judging from those few boys who have come to the school since I have held this appointment, I find them in general possessed of a fair knowledge of the rudiments. This is all that can be expected, as they are usually only from 10 to 13 years of age when they come.

1166. (*Mr. Vaughan.*) Do you know the place of the boys who are under you in mathematics in the classical school; do you know where they are in classics generally?—Yes, I know in which of the classical forms each boy is.

1167. They are quite independent, I believe?—Yes; the classes are arranged quite differently. My senior class consists of boys from four different classical forms.

1168. There being how many forms in the school?—Nine, altogether.

1169. Do you know enough of the boys to know the sort of character they have as classical scholars and mathematicians?—Of a great many I do, but I am not sufficiently acquainted with them yet, having been with them such a short time.

1170. From the opportunity you have had of observing, do you find in them a different character in their mathematical work from that which is given them in their classical work?—As a general rule I do not; I find, for example, that the upper class of mathematics has a far greater proportion of boys from the higher forms than from the lower; while of the 14 boys who constitute the highest classical form in the school, nine are in the highest mathematical class.

1171. (*A Commissioner.*) That would naturally result from their having studied both subjects an equal length of time, unless boys were very backward?—It would.

1172. (*Mr. Thompson.*) What is the highest mathematical subject learned in the school?—At the last examination the differential calculus. As examiner, I disapproved of their learning it, for it seemed to me they were attempting a higher subject at the expense of lower subjects.

1173. Do they learn any mechanics?—One branch of it, namely statics; but without the aid of the differential calculus.

1174. Do they learn any conic sections?—Yes.

1175. Do they learn conic sections geometrically?—At present only analytically; I believe Mr. Watts told me that, in past years, they learned them geometrically.

1176. Does not the University of Cambridge insist on the knowledge of geometrical conics?—Such used to be the case; but I am not aware whether it is compulsory now.

1177. Have the boys any practical knowledge of trigonometry, measuring distances, heights, and so on?—They have some slight knowledge of this.

1178. I think it has been said before us that you have models for illustration?—Yes, Willis's models.

1179. Do you find them of great use?—I have not yet had any experience of them. I have undertaken this term merely lower subjects, because after the last examination so many were promoted from the lower divisions into the higher, that the chief part of those now constituting the higher division are not yet far enough advanced for these subjects.

1180. Who takes the higher mathematics now?—I do; but remembering that the greater portion of this class have so recently entered, I consider it advisable not to press them on to higher subjects till the lower are perfectly known.

1181. Then trigonometry is the highest subject now read in the school?—Yes, in this present term: but next term I hope to advance to the subjects I have mentioned.

1182. You never heard of any complaint on the part of parents, or otherwise, of ignorance of arithmetic on the part of Charterhouse boys?—It has never come before me.

1183. Do you think they are well grounded in arithmetic, as a general rule?—As well as most boys are; but it is seldom that boys are well grounded.

1184. Is it not a complaint of public schools?—I do not myself thing that it attaches any more to public than to private schools.

1185. Do you think the Charterhouse boys are as well grounded as other schools?—Quite as well.

1186. Is it not common for boys at school to affect to despise arithmetic?—I do not find it so now. In my own time it certainly was.

1187. Was not that partly owing to the empirical way in which it was taught?—I cannot say from what cause it happened. There certainly was a feeling in the school against arithmetic, and against mathematics in general.

1188. Are there not much better books of arithmetic now for the use of schools?—I think very much better.

1189. Would not that have a tendency to raise the science and practice in the estimation of school boys?—Yes. Because it would make it more palatable to them.

1190. Do you find any difficulty in so arranging the mathematical classes that they do not interfere with the classical school?—No; under the present *regime* there is none. Mathematics are done throughout the school at one time, and so are classics; so that when the mathematical days arrive, namely, Wednesdays and Saturdays, the whole school rearranges itself according to the mathematical classes.

1191. I presume you give marks for proficiency in mathematics?—Yes; and these are added to the classical marks.

1192. And go towards determining a boy's place?—Yes, at the end of the week.

1193. Do they aid at all in obtaining a boy promotion from one form to the one above it?—Our promotions principally take place after the general examination in May. At that time, the examinations in classics and mathematics are quite distinct, and the promotions in these two branches of study quite distinct also. But a very few promotions in the classical forms take place also at other times in the year, and these depend upon the joint marks obtained for classics and mathematics throughout the quarter.

1194. Do you think that is better than making the mathematical department entirely distinct from the classical?—In the cases I have mentioned I think so.

1195. (*Lord Devon.*) Have you any general remarks which you would like to make to us, either as to this special department, or as to the school foundation generally?—I do not know whether it would be out of place, but it would only be a comparison of the school in its present state with what I knew of it as a boy. I think what I have said already shows that I am quite of opinion that in mathematics there is a very great improvement.—I am glad also on coming to the school to find there is a class in chemistry.—Moreover, the arrangements that are made for the Sunday seem to me a very great improvement.

1196. Will you explain that?—I remember, as a boy, that we used to go into chapel in the afternoon at half-past two, and as the afternoon service consisted only of prayers, we came out of chapel by three o'clock, and, with the exception of writing an exercise on some given Scripture subject, the time was our own till we went to bed at nine o'clock, which the junior boys often found very wearisome; but now the arrangements for the after part of the day are as follows:—The boys are examined in one or two chapters of the Bible, from three till nearly four. They then have their Scripture exercise to write. They go to their tea at six, and at seven there is an evening service especially for the boys, which they attend instead of the afternoon service. One of the masters reads prayers, and either he or the preacher preaches a sermon or a lecture specially for the boys. That is over soon after eight, and at nine they go to bed, so that there is not a long wearisome time to be wasted. There is, perhaps, one more point I may mention, and that is the privilege which is allowed them to go out to play at cricket with other clubs. The opportunity thus afforded them of mixing with other boys, and seeing something of one another seems to me to be an improvement. They are allowed once or twice in the course of the summer to go out from Charterhouse in this way, and join at cricket with other clubs.

1197. At Lord's?—I do not think it is generally at Lord's. Very soon, I believe, there is to be a match at Windsor; I do not know with what club. When I heard of it the other day, it struck me as a very great improvement in that part of the school management.

1198. (*Mr. Vaughan.*) Do you mean by "joining at cricket" that they play matches with other schools?—Yes; but more often with other *clubs*.

1199. The two elevens together?—Yes.

1200. (*Lord Devon.*) Do other schools go to play with them?—Not only other schools, but other clubs come to play with them. All this did not exist in my own time; the only games then were between those who were called the old and the present Carthusians.

1201. (*Mr. Vaughan.*) May I ask what schools they played against?—They have played against Westminster and Marlborough.

1202. Have you any means of knowing what is the real proficiency, as it were, of the school in regard to cricket?—Certainly above the average. In their matches with other clubs they have of late been more often victorious than not.

1203. (*Lord Devon.*) Do you find any improvement in the school with respect to modern languages or modern history since you were a boy?—I have not yet had an opportunity of judging, except from the increase in the numbers of those who study these subjects. One thing, however, I can say, and that is, that German is more studied in the school than it was; the sixth form being required to learn German as a part of their regular work.

1204. That is a regulation by the present schoolmaster?—I believe so.

1205. (*Mr. Vaughan.*) You mention the subject of chemistry as a matter of importance, do you take a personal interest in it yourself?—I know but little about it. I have always been glad to hear any lecture upon it, and have seen it is an interesting subject, and likely, I think, to improve boys' minds.

1206. Have you attended lectures at Charterhouse yourself?—No; I have not yet done so.

1207. You think that it is likely to give good discipline to their minds?—As a general principle, I should say so certainly.

1208. You say the introduction of that particular science, you think, is calculated to give good discipline?—I apprehend that examining into such a science will increase a boy's love for knowledge, and will teach him to examine the reason of things in general.

1209. Do you think that is a sort of discipline which attaches peculiarly to chemistry or to physical science in general?—To physical science, in general. I would not put chemistry against any other branch of physical science.

1210. You think there is a peculiar discipline in physical science in general which it is an advantage for boys to have?—I do think so; perhaps I speak partially, as I have always had a tendency towards it myself.

1211. Do you feel that tendency from the degree in which you have found it to improve your mind, or in which it pleased you?—Because the investigations gave me pleasure.

The witness withdrew.

CHARTER-HOUSE.

L. M. Stewart, Esq.

19 June 1862.

THE EARL OF CLARENDON IN THE CHAIR.

LEWIS M. STEWART, Esq., examined.

1212. (*Lord Clarendon.*) I believe you are a lecturer on chemistry at the Charterhouse?—Yes.

1213. How long have you been so?—About three years.

1214. How many boys does your class consist of?—The average is about one third of the school; 42 I think is the largest number I have had, and 37 the smallest.

1215. Their attendance is voluntary upon you?—Quite.

1216. The time they give to you is taken from their play time?—Yes.

1217. In what branches of chemistry do you lecture?—The subjects that I teach them are the elements of inorganic chemistry, and, in addition to that, I teach them pneumatics, hydrostatics, electricity, galvanism, magnetism, and heat.

1218. Have you a laboratory?—I have a private one at home. I keep all my chemicals at home. I have none at the Charterhouse.

1219. The boys do not work there at all?—No. There is no laboratory at the Charterhouse.

1220. Do you think that would be an advantage, and assist you in your lectures?—I think it would be a very great advantage. It is only for the last three years that they have learned chemistry. I may say that I was instrumental in getting the subject taught when I first went as a master. I went there last January three years.

1221. As a master?—As writing and arithmetic master; but having been in the habit for about 10 years of teaching chemistry, I tried to introduce it there, and Mr. Elwyn, the Head Master, seemed quite agreeable to it, and, in fact, rather wished it, and the boys took the matter up, and it has kept on very successfully ever since.

1222. Is there any examination?—Yes. I give them an examination once a year. I give prizes to the best pupils, but of course this matter has rested with myself and the Head Master.

1223. But still it is popular with the boys?—Very popular; all those I believe who have the time attend the class; some of the boys I fancy when they get to the upper part of the school have too much to do with their other studies, and, thus are obliged to give up the chemistry for a time.

1224. It is only boys of the lower school who attend?—Anyone can do so; but the boys in the lower part of the school form, I think, at least two-thirds of the number. I get more from the lower part of the school than from the upper part.

1225. Have you ever suggested to the Head Master that it would be advisable to have a laboratory?—I have not done so.

1226. Would it be any inconvenience, or do you see your way to establishing one?—I am not exactly in the position to propose a thing of that sort. I thought it was rather an achievement to get experimental science taught at all, and therefore I have not tried to push it too fast for fear of upsetting it altogether.

1227. (*Mr. Vaughan.*) Have you a regular course of subjects which you take one after the other?—Yes; I give a regular course in the term. I am doing this with them now (*handing a book to Mr. Vaughan*).

1228. Is that your book?—Yes, that is the sort of system I adopt in teaching chemistry; that is one course of lectures.

1229. Is it understood that your courses of lectures occur in a cycle?—The subjects I teach extend over a period of three or four years.

1230. How long does each course last?—I give about four courses of chemistry, viz.:—air and water, and their elements; charcoal and its compounds with oxygen and hydrogen; the alkalis and alkaline earths; and the common metals. Each course occupies a term.

1231. There is a regular course of inorganic chemistry?—Yes.

1232. Do you get to organic chemistry at all?—No, I cannot enter on that with the boys.

1233. Does each course occupy a term or half a year?—It has hitherto been arranged at Charterhouse to divide a year into three terms, there are two long terms, and one short term, which they call the cricket term. There is a broken class in the cricket term, during which many of the boys do not care much about joining the class. I get about half the number then. From Autumn to Christmas, and from Christmas to May, are the two regular terms. A course occupies one term.

1234. You say you have no laboratory; have you any apparatus for experiments?—The lectures are always experimental.

1235. What method have you for testing the proficiency of the students beside the annual examinations?—I question them always during the lecture to see that they understand it.

1236. What is the degree of attention you observe while giving the lecture. Is it a satisfactory degree of attention?—I think it is quite on the average. I have a very good opportunity of judging, because, before I went to the Charterhouse I was at the City of London School for 12 years, where they had a chemistry class of 200; I assisted the lecturer Mr. Hall, whose name is in that book, for nine years; and I think the Charterhouse boys are as attentive as those alluded to; some of the boys do very well indeed.

1237. Do you examine them at all after the lecture or before the next lecture?—During the lecture. I make my lectures as practical as I can; for instance, I sometimes get a boy to do an experiment, and before I pass on to another, I see that they understand it.

1238. Do you choose some particular boy and question him?—I question them all fairly.

1239. You do not take any favourite scholar?—Certainly not.

1240. Are you satisfied that they generally understand what you have been doing?—Yes; that is to say, I am perfectly satisfied that they do as a class, of course there is a great difference in proficiency.

1241. Have you taught many classes?—Yes.

1242. What is the earliest age at which you think such instruction is listened to with effect?—I think the sooner a boy begins chemistry and natural science the better. At the City of London School I have known them begin at the age of nine, and I believe no school in England is equal to that school for proficiency in natural science and chemistry.

1243. Do you think that at that time of life, there is a natural curiosity rather on such points?—Yes; by commencing early they become as it were naturalized to the subject; I have known boys begin at an early age, and continue the study for six or seven years.

1244. (*A Commissioner.*) What is the City of London School?—The City school belongs to the Corporation of London; I might mention that one of the City school boys took the gold medal last year at the Kensington examination. He was a private pupil of mine. His name was Brown.

1245. (*Mr. Vaughan.*) Have you considered the subject enough to be able to tell us whether it is a subject which the whole school might learn in such a way that there should be a regular classification of the boys according to their proficiency?—I am not prepared to answer that question. They are trying it at the City of London school now for the whole 600.

1246. Is it a subject in which you think that a competitive examination might be conducted?—I do not exactly understand in what sense you mean competitive.

1247. Do you think it is a subject of this description, that you might examine 100 boys, and then

when the examination was over, that you might say that these 10 boys should stand at the top, and those 10 should come next, and another 10 next?—Most assuredly.

1248. You might in that way have a considerably large school all arranged in classes according to their proficiency. Do you think that would be a practical system?—Yes; with the ordinary difficulty experienced in classifying boys in other subjects.

1249. Will you explain the nature of the difficulty?—The difficulty relates more particularly to advanced pupils, who having mastered the elements of a variety of experimental subjects, choose different branches of the above, and thus require individual attention. There are few boys who learn chemistry who have a decided bias for it; a boy may be successful to a certain point, and then be unable to make further advance.

1250. While he is a boy, you mean?—Yes, and even when grown up; but I have noticed several from the City of London School who have been successful in after life, and have done exceedingly well. The inventor of the mauve colour is a City school boy.

1251. (*Lord Devon.*) What is his name?—Perkin.

1252. (*Mr. Vaughan.*) It was an English invention, was it?—Yes; he worked with Dr. Hoffmann; he was making some researches in organic chemistry, and he happened to light upon this colour as it might be by accident. He was endeavouring to produce artificial quinine, when he found this colour; it attracted his observation, and he tried if it could not be applied to some practical purpose.

1253. I think you say you were arithmetical and writing master when you first suggested to the Schoolmaster to take up chemistry?—Yes, I am so still, that is my occupation in the school hours.

1254. (*Mr. Thompson.*) You have had an addition to your salary, have you not, in consequence of your chemical lectures?—Yes, I am paid according to numbers. They pay me 14*s.* per term for each pupil.

1255. Does that pay you for the expense of chemicals?—It pays if it comes up to a certain number; I never let the number go down if I can help it; if it were to go down below 20 it would not pay me.

The witness withdrew.

The Venerable W. H. Hale, M.A., and Archibald Keightley, Esq., examined.

1256. (*Lord Clarendon to Archdeacon Hale.*) You are the Master of Charterhouse?—Yes.

1257. How long have you been so?—Since 1842; 20 years.

1258. And the management of the property rests with you?—The property is managed by the Registrar, I am the resident Governor. We consult upon every matter before it is brought before the Board of Governors; we consider it our duty to prepare the business for the Governors, and to lay before them every particular relative to it.

1259. Are you *ex-officio* a Governor?—As Master, I am one of the Governors.

1260. The annual statement of the property and the account are brought before the Governors?—Yes, every year.

1261. Once a year?—Yes.

1262. And the Governors meet for that purpose?—Yes.

1263. Only once a year?—Once a year for the purpose of examining the annual account; but the accounts are, I may say, constantly under the inspection of the registrar and of myself, to a certain extent. The Master is considered to have cognizance of the internal expenditure.

1264. (*To Mr. Keightley.*) I believe you are the steward of the property?—Yes, I am the treasurer and auditor as to all accounts except my own. Mr. Ansell audits my accounts, or a professional auditor chosen by the Governors; my account is presented at the annual meeting before the Governors, but a meeting of the Governors takes place whenever a vacancy occurs, and whenever it may be necessary to call them together.

1265. Is there a fixed annual meeting of the Governors for the purpose of going through the accounts?—Yes; not on a fixed day, but always in the month of May.

1266. (*To Archdeacon Hale.*) The Governors, then, hold the property in trust for the institution?—Exactly so.

1267. (*To Mr. Keightley.*) That consists of houses and buildings in various parts of London, as well as monies in Chancery, does it not?—Yes; monies in Chancery arising from the sale of property that has been bought by railways and persons of that kind. In those cases where the property is conveyed, the purchase money must be paid into Chancery, or it might now be paid to the Charity Commissioners, and it is from those sources that the money in Chancery arises. The houses in London are all in one spot, Charterhouse and Charterhouse Square, and the immediate neighbourhood.

1268. Do you consider that the value of the property is stationary, deteriorating, or improving?—As to the large tract of land of 10 acres to the north of Charterhouse, it has only just come into possession of the Governors; it was out on a lease of 99 years, which terminated in 1859. The new leases are not yet completed; they are for 21 or 31 years or in some cases of building leases for longer terms, so that we have had no opportunity of judging comparatively of the value of that property. I do not think there is much variation in the value of the other property since I became registrar 24 years ago.

(*Archdeacon Hale.*) With regard to the house property it may be considered to be in one sense a deteriorating property, the houses being very old. Many of them have been built 99 years, and it is doubtful whether when the 21 year leases recently granted run out, the rental will be as great as it is now. This is so uncertain, that we have made a sinking fund to meet the contingency.

(*Mr. Keightley.*) There is other part of the house which is differently situated.

1269. (*To Mr. Keightley.*) But there has been an increase of income from the property which has been relet?—Yes, that is from the 99 year lease I speak of. It is an increase from 650*l.* to 6,000*l.*

1270. You are never in the habit of taking fines, I believe?—Never.

1271. Do you generally grant the leases for 12 years?—In the country the farms are let for 12 years. The house property is all let on leases of 21 years, except building leases, then there are longer terms.

1272. Are you the receiver of the rents on the landed property?—Yes, they come up to the Charterhouse to pay them to me.

1273. Do you have all the tenants up to London?—They all come or send the money. There is no agent employed to collect it, except in one or two cases where it happens to be convenient, but then it is an indulgence.

1274. You have an agent in Wiltshire, have you not?—Yes, he receives it, and remits it to me, but that is an indulgence granted to him; his father had long held it, and it was thought it could not be taken from him without reflecting on his character, therefore the Governors grant it.

1275. In your time there has been no material alteration in the management either of the landed estate, or the house property?—Not in the mode of

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management at all, except that some years ago, I applied to the Governors to have a regular periodical survey made of all the landed property, so that every farm now is surveyed about once every four years.

(*Archdeacon Hale.*) I should rather say inspected every four years. It is inspected by the surveyor to see that the tenant is performing his duties and that everything is as it should be.

1276. (*To Archdeacon Hale.*) Have you already made some disposition with respect to this increased income of 6,000*l.*, is it not put aside to meet the diminution of the rental?—Only a part of it. When the increase took place, the whole matter was laid before the assembly of the Governors. They considered in detail the external and internal expenditure of the hospital, and the rental, present and future. Our condition was this, the Governors being aware that there would be a considerable increase of income had done, what would otherwise perhaps not have been prudent; they had spent more than their annual income in the improvement of the hospital. The internal condition of the hospital has been throughout in a state of improvement for many years as to cleanliness, order, and neatness, and general improvement proportionate to the times. This could not be done and cannot be maintained without considerable increase of expenditure; and accordingly we were actually expending out of our capital 1,200*l.* a year more than the income; deliberately doing so, because when we were improving the hospital we knew that in a certain length of time we should be able to meet the increased expenditure by the increase of income.

1277. Where did you get the 1,200*l.* a year which was beyond the income?—It was the residue of a fund which had been accumulated for improvement.

(*Mr. Keightley.*) It was the saving of a large fund that had been laid aside for the buildings; a very large sum was set aside for that purpose, and the money which the Master speaks of was part of that sum. The money which the Master speaks of was the residue of that fund, that just lasted till our large rents came in.

1278. (*To Archdeacon Hale.*) Do you consider that the buildings require an annual outlay of about 800*l.* a year?—Yes, as much as that.

(*Mr. Keightley.*) The average is about 2,000*l.* a year in various ways.

(*Archdeacon Hale.*) It is upon premises parts of which are certainly 400 years old.

1279. (*To Mr. Keightley.*) 800*l.* a year you have added lately, which, I suppose, is about 10*l.* a piece to the poor men?—9*l.* 10*s.* The whole sum added by the Governors at that time to the expenses of the hospital was 1,200*l.* a year.

1280. When was that?—That was in May 1860.

1281. (*To Archdeacon Hale.*) The stipend of the poor brothers was not considered sufficient for their comfort?—It was not considered sufficient for the sort of men that are now desiring to come into the house, and the station in life of the parties who are now our pensioners.

1282. Are the men who are now your pensioners the sort of men do you think that were contemplated by the Founder?—That is a very difficult question to answer; society is so different from what it was, that the poor man of his day may have been a very different person from the poor of the present day.

(*Mr. Keightley.*) They are all poor.

(*Archdeacon Hale.*) It is possible that our Founder thought only of poor labourers, and persons of that class.

1283. (*To Archdeacon Hale.*) Do you think it has been found necessary to increase the stipends of the poor brothers with reference to the class which is now chosen?—Yes.

1284. I see that surplus revenues are always to be employed in the same way as the original revenues?—Yes.

1285. Supposing the original revenues were sufficient for the purpose, in what way would you employ surplus revenues?—I cannot answer that question better than by saying, that it appearing now that the Governors have a surplus, they are about to increase the number of the scholars.

(*Mr. Keightley.*) And they have increased the emoluments of the pensioners.

1286. (*To Archdeacon Hale.*) That you consider is applying the surplus in the same way as the original?—Yes.

1287. Has not the number of the poor brothers been increased?—No. If the Governors thought right so to do, they have the power, because the number was fixed by them at first, and they have the power to vary it from time to time as they think fit.

1288. They prefer to add to the foundation?—Yes.

(*Mr. Keightley.*) There was a general opinion that the stipend allowed them was hardly sufficient and that probably it would be reasonable to add a little more.

1289. (*To Archdeacon Hale.*) It being competent to the Governors to apply their surplus revenues to increase the emoluments or add to the numbers of the members, they added to the stipends of the poor brothers and increased the numbers of the scholars?—Yes.

1290. (*Lord Lyttelton.*) The payment to the poor brothers was 26*l.* 10*s.*?—It is now 36*l.*

1291. Was that added after Mr. Skirrow's inquiry?—Subsequent to it, but not in consequence of it at all.

1292. (*Lord Clarendon.*) With respect to the ecclesiastical benefices, anyone not on the foundation is considered to be ineligible?—By the words of the charter, not by the order of the Governors.

1293. The statutes and the charter are not exactly consistent?—They are not.

(*Mr. Keightley.*) The statutes are mere orders of the Governors, and have been revoked in many instances.

1294. (*Lord Lyttelton to Mr. Keightley.*) Not in that respect, with respect to benefices?—Yes, in respect to benefices.

1295. That statute is in force?—No, it is not.

(*Archdeacon Hale.*) A few expressions in the charter show in general terms the principle of the Foundation. To the Governors was given the power to make orders and statutes for giving effect to the charter. I believe it is true that at the very first they did make some order contrary to the charter; subsequently this has been examined very carefully; though the Governors had the power to make orders under the charter they are restrained from making any orders contrary to the charter.

1296. (*Lord Clarendon.*) That is their rule?—Yes; the Governors have no power to make any statutes contrary to the charter.

1297. (*Lord Lyttelton.*) So that with regard to the benefices the words of the charter are strictly in force now?—Yes. There was an order made which certainly did go contrary to the charter with regard to the benefices. It was found to be illegal, and that the charter must be enforced and not the order.

1298. There has been no other order made on the subject?—No.

1299. You go by the words of the charter?—Yes.

1300. (*Lord Clarendon.*) Do you consider that the statute as at present observed with respect to the ecclesiastical benefices, is prejudical or beneficial to the foundation scholars?—The question appears to me to be this, whether the provisions of the charter are advantageous or not to the scholars.

(*Mr. Keightley.*) If you look at the statutes page 21 you will find "other assemblies shall be accidentory "upon occasion of the death or resignation of a Gov- "ernor, officer of the foundation, or incumbent upon "any spiritual living, being of the patronage of the "hospital, to elect or present another in his place, "wherein it is provided that the spiritual livings be "conferred upon persons capable and such as is or "have done actual service to the house, or have been "members thereof before any others," that is distinctly revoked by the order of the 7th of May 1847.

1301. (*Mr. Thompson to Mr. Keightley.*) Was that on a legal opinion?—No; it was so obvious that it was not thought worth while to state a case for counsel; it was obscurely expressed, and Lord Devon and two or three of the Governors present were of opinion that it meant nothing at all, for the words, "wherein it is provided," could not be considered as ordering words; and if taken as words of recital, they were not true. So that it was merely a mis-recital, without any order. Not being an order, it is not revoked *totidem verbis*, but only the charter is restored to its original position.

(*Archdeacon Hale.*) The inconvenience of the charter is practically this, that we have no means of giving rewards to the schoolmasters who do us service, not having been scholars on the foundation; that is the evil as far as they are concerned, but as far as regards our choice of fit persons to fill our livings, there is no need of any change whatever, because we do find admirable men from the foundation. The difficulty is to make choice among so many good ones.

1302. (*To Archdeacon Hale.*) Are the livings disposed of by the Governors?—Yes.

1303. Upon what principle is their selection made among the number of applicants who are fit for them?—The principle is simply this, that the candidate must have been a scholar of the foundation, bringing testimonials of his character and of his conduct, and then the Governors, reading these testimonials, make their choice, as any other body of men would.

1304. There is no rotation?—None whatever.

1305. When a living is vacant, the Governors, together, consider the testimonials, and the fitness and character of the person?—Yes; upon that point I may relate what happened at one of the elections. There were many candidates. The feeling of the Governors was, "What a pity it is we have not a "living to give each of them, all of them bringing "such proofs of their fitness for the situation."

1306. (*Lord Lyttelton.*) The large alterations that we saw going on the other day, are they paid for out of the surplus revenues?—Mr. Keightley will correct me if I am incorrect. They are paid for out of the money received on account of the dilapidations on the Clerkenwell estate. We were advised that we might spend the money so received on the buildings of the hospital.

1307. The statement of account in page 72 contains, as I understand, the annual account for the year 1860; were 3,500*l.* exchequer bills purchased for 3,558*l.*?—Yes.

1308. (*To Mr. Keightley.*) Does that represent the surplus revenue for that year?—That represents the particular sum received for dilapidations.

1309. It was an extra sum, in fact?—Yes, the dilapidations payable by the lessee were agreed to at 3,640*l.*, I think.

1310. (*To Archdeacon Hale.*) With regard to the immediately adjoining place of Smithfield, do you expect any application of that property would be injurious to Charterhouse?—It is impossible to say. We have got rid of the market, but I do not know that we have been very much improved since the market went away.

1311. There is no use made of it at all?—None, except as a hay market. It is in progress to build a great dead-meat market, which will bring a great concourse of carts and people to Smithfield. When we are once inside the Charterhouse we are perfectly independent of everything around it. It is the access to it which is inconvenient. We hope to have a street coming straight up to our gates from Victoria Street.

1312. (*Mr. Vaughan.*) The provision that is contemplated for new scholars is strictly under the direction of the charter, is it not, in case of an addition of income?—Yes.

1313. Do you consider that there is any provision in the charter which will impose on the Governors particular conditions under which those scholarships are to be held when they are made?—The Governors are perfectly at liberty to appoint and nominate according to any principles they choose to lay down; provided they are for the poor scholars.

1314. Is it premature to ask whether any provisions are yet made on that subject as to the qualification as scholars?—Yes, in the addition that has been contemplated, one additional scholarship has been given to the school to be gained by competition; that is the change which has already been made.

(*Mr. Keightley.*) And which disposes of four places of scholars.

1315. And the others have been ft according to the present qualification?—Yes.

1316. (*To Mr. Keightley.*) Is there actually at the present moment, in writing and properly settled, a law on that subject by the Governors, or is it only in contemplation?—There is an order made which has been twice acted upon.

1317. But with regard to those scholarships which have not yet been founded?—There has been no order made as to that. As regards the four, there has been an order which has been acted upon.

1318. (*To Archdeacon Hale.*) Before the scholarships are actually founded you would consider, I suppose, that it would be premature to make any regulation with regard to the election to those scholarships?—The Governors having at present 40 nominations that are filled up by themselves by direct nomination, and having heretofore four given to competition, have lately increased that number to eight, and at present it is considered that the Governors will fill up the remaining places in the same way as heretofore.

1319. (*To Mr. Keightley.*) Do you not consider that before these scholarships are actually created, it is premature to make any regulation with regard to the conditions upon which they are held?—The fact is, they can make no regulation, except for poor scholars, until they are created, unless they throw them open.

1320. So that at present the creation and the regulations with regard to them are not completed?—No.

1321. (*To Archdeacon Hale.*) In the items of the account of expenditure there is this item, "Pro-"visions and allowances in lieu thereof, 4,589*l.*". I presume that these provisions and allowances are provisions and allowances of the pensioners and scholars?—Yes. It is the provision for the pensioners, scholars' servants, and officers of the house, who are provided with their diet by the hospital.

1322. You have no means at the present moment, I suppose, of stating how much of that 4,589*l.* goes for the benefit of the scholars in the school?—It is known because accounts are kept. We could tell you exactly how many pounds of bread and meat are consumed and by whom.

1323. I mean the general result of the 4,589*l.* divided as it is. Could you say about how much goes for the benefit of the scholars in the school?—I cannot say at this moment.

1324. Would you have to analyse all your accounts in order to get it out?—Once a month all these accounts come before the registrar and myself. The steward produces all the accounts; we could tell you exactly what the weekly or monthly bills would be.

1325. (*Lord Devon.*) I suppose you would be able to give us on paper a statement showing how much of the total income of the foundation goes, either in the shape of clothing, food, or provisions for servants for the benefit of the school?—We could do so.

1326. (*To Mr. Keightley.*) In the return for the Cathedral Church of Westminster we have a return showing exactly how much of the capital funds go to the school?—The fact is, at Westminster there is only one set of persons to whom that is applied; in Charterhouse we have two, the scholars and the pensioners, and a great deal of the expense of the building might go to both; for instance, the chapel is used by both.

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1327. Is there any other besides the chapel?—No.

1328. (*Mr. Vaughan to Archdeacon Hale.*) I referred to the annual outlay of 4,589*l.* for provisions and allowances only?—It would require some pains to show accurately what goes to the scholars and what to the rest.

1329. (*Lord Devon.*) Could such an apportionment be exhibited on paper as would show how much of the total funds of the establishment goes for the benefit of the school?—I think we could do it nearly. The washing, which amounts to 348*l.*, must be divided; the surgeon's fees and medical charges must be also divided. Then, again, there is the police constable, candles, oil, and gaslight, and fuel, they must all be divided; and the very first article, the manciple's salary, is for the benefit of both.

1330. (*Mr. Vaughan*). Those things that are common might be stated as common, and the other items might be separated?—Yes.

1331. (*Lord Clarendon to Mr. Keightley.*) Perhaps you will let us have that?—Yes, I will. I suppose the last year, 1861, will do.

(*Archdeacon Hale.*) Some we can give you accurately, and the rest we must give you by adjustment.

1332. (*Mr. Vaughan.*) Would there be a difficulty in making the two things separate; the conjecture as to things common to both, and the positive apportionment as to things separable?—The 4,589*l.* we know of; with regard to the rest it is different.

1333. (*Mr. Thompson.*) The manciple's salary is given separately?—Yes, but that is a charge to the whole.

1334. (*Lord Devon to Mr. Keightley.*) You lately have had an increase to your income by the falling in of your leases?—Yes.

1335. Is there any tract covered with buildings subject to building leases which is likely to come to hand?—There are 16 houses at Hackney which will come to hand in 20 years; they are of little value, about 700*l.* or 800*l.* a year.

1336. Nothing will fall in before then?—Nothing else.

1337. And after that?—Nothing before or after.

1338. From that source your income would be only improved by 800*l.* a year?—I am speaking very loosely about that; it is of little value.

1339. (*Lord Clarendon.*) In the possible event of the Charterhouse being moved elsewhere, should you say that the property on which it now stands would be very valuable, judging from the value of the surrounding property?—Yes, I should think so.

1340. How much ground does it cover on the whole?—Nine acres within the walls.

(*Archdeacon Hale.*) The adjoining property gives some idea of its value. There are 10 acres of land covered with houses that produce 6,000*l.* a year; that at 30 years' purchase is 180,000*l.*

1341. And you estimate the nine acres accordingly?—I take the two quantities of ground; I know what the value is of the one, and therefore I conjecture that the value of the other would be much about the same.

1342. (*Lord Lyttelton.*) What is the meaning of the word "beavors"?—A bit of bread taken when you drink.

1343. There is a distinct allowance made for it?—Yes; if a boy wants an additional piece of bread, he asks for a beavor.

1344. (*Lord Lyttelton to Mr. Keightley.*) It is your business to keep the minutes of the proceedings of the Governors?—Yes.

1345. (*Lord Clarendon.*) The minutes, I presume, are kept in the usual way; are they taken down by any of the Governors at the time?—Not by the Governors.

1346. Do you attend the meeting?—Yes, I make such minutes as serve me to make out a rough draft after the meeting, and that is reduced into a regular book, which is produced to the Governors at their next meeting, and if it is approved of it is confirmed, and then the seal is ordered to be put upon them, and they become the acts of the Governors.

1347. (*Lord Devon.*) Is the minute which you take at the time of the discussion before the Governors in any particular point so full, that you can rely upon its accuracy when you come to draw it out?—In any commonplace matter there is a mere memorandum, but if there is anything particular the principal points are written down, and the order drawn up agrees with the minute.

(*Archdeacon Hale.*) Further than that, the minute is settled, before the Governors break up, on all important matters.

(*Mr. Keightley.*) I have taken several draft orders to Sir Robert Peel, to the Duke of Buccleugh, the late Bishop of London, and Lord Truro.

1348. (*Lord Devon.*) Is the Archbishop the permanent chairman?—There is no chairman, but being first in rank he takes the chair.

1349. (*Mr. Vaughan.*) Is there any collection of the orders or statutes which are actually in force for the regulation of Charterhouse now?—There are no printed ones; there are written ones.

1350. Is it all in one book?—They are in several volumes.

1351. Those include all that have been made and rescinded?—Yes.

1352. Out of those there never has been a written or printed copy of such orders as are in force at the present moment?—No.

1353. So that they are all scattered about, and it requires a considerable degree of knowledge to know the state of your legislation?—Yes; all you can do is to search it through.

1354. (*Lord Lyttelton.*) Then for our guidance those orders of 1627 are worth nothing; we do not know how many of them are actually in force?—No, they are revocable, and many have been revoked, as stated on Mr. Skirrow's inquiry. The charter is irrevocable.

1355. These statutes may mislead us altogether?—In some points they may.

Mr. Keightley withdrew.

1356. (*Lord Clarendon to Archdeacon Hale.*) Do you consider that the school is in no way distinct from the hospital?—No.

1357. One is dependent upon the other?—They are both equally the objects of the foundation, which was both for poor men and for scholars.

1358. Those, in fact, were the only members, although certain others are allowed to come?—Yes.

1359. The first Governors were sixteen in number?—Yes.

1360. Do they remain the same?—Yes.

1361. They nominate each other, do they not?—When a vacancy occurs the Governors fill up the vacancy as directed by the charter. The Governors meet, the names and persons are suggested, and if approved are elected.

1362. Anybody might suggest?—Yes, there is no rule at all.

1363. Practically they are self-elected?—I understand that this is the way the election takes place: A suggestion is made generally by or to the Archbishop of Canterbury of some person; communication is made to that person as to whether it would be agreeable to him to be elected a Governor of Charterhouse. If he says yes, his election is proceeded with. Since I have been there for the last 39 years I have never known an election other than unanimous.

1364. (*Lord Devon.*) How many of those are Charterhouse men?—At the present moment I think there are four of us, Lord Justice Turner, Sir Cresswell Cresswell, Lord Dalhousie, and myself.

1365. That is not a requisite?—Not the least.

1366. In your written answers you say, "Power "was given by the charter to the Governors when "and as often as they should think fit to appoint "poor scholars," and so on. In what manner are the

scholars appointed by the Governors?—By direct nomination. A Governor under the orders of the Assembly has the power to register a name with the registrar for admission when his turn comes round. If the boy is of a proper age, his name is then proposed to the Assembly, and the Assembly appoint the scholar on the recommendation of the Governor. Every scholar is appointed by the Assembly of Governors.

1367. In fact, each Governor nominates in rotation?—Yes.

1368. And the Assembly always confirms it?—Yes.

1369. Each Governor merely gives a *congé d'élire* to the Assembly?—Yes.

1370. What are the class of persons usually selected by the Governors?—I should say, persons exceedingly well connected, but really poor; the sons of clergymen and widows, and sons of officers, one or two barristers.

1371. Do you think that each Governor considers himself under an obligation to select a poor person?—I think so.

1372. No doubt he would think himself in honour bound to do so?—Yes, but poverty is a very ambiguous term.

1373. (*Lord Lyttelton.*) It is distinctly provided by the charter?—Yes.

1374. (*Lord Clarendon.*) A boy whose parents are in need of assistance for carrying on his education would get it?—Yes, I may say that some of them I know to be very needy.

1375. The question is whether you believe from what you have heard, that each Governor would consider it obligatory on himself not to appoint anybody who did not fall within that condition?—Yes, one to whom the education was of very great importance, or of very great value specially in reference to his going to college.

1376. It is not made at all binding on the parents, when they send their boys, that they should go to college?—Not the least.

1377. When the Governor in his rotation proposes a scholar to the Assembly, is any inquiry made about this boy; is the Governor asked whether he does fulfil certain conditions, or not?—No.

1378. He is elected as a matter of course?—Yes.

1379. Has it ever occurred to you whether this was the best mode of procuring either good scholars, or faithfully fulfilling the objects of the Founder?—It was not, in my opinion, the object of the Founder to admit only such children as were good scholars. I think that practically the objects of the Founder are fulfilled.

1380. With respect to getting the best class of scholars, and the boys most likely to distinguish themselves at the university, has it ever occurred to you whether the election to scholarships would not be better made by competition than by simple nomination?—The thought has occurred to me, but I always come to the conclusion that competition would not be better than nomination.

1381. On what grounds?—First, the young age of the boys at which they are admitted, ten years, and secondly, the fact that, by the orders of 1627, it was not the sole object of the Foundation to educate for the university. There are orders which direct that boys not fit to go to the university should be put to trades and employments; and we now give considerable sums to put out lads into the world, to go into the army or into trade, so as to fit them for other purposes than literary purposes.

1382. (*Lord Lyttelton.*) Are they actually apprenticed?—Yes; but apprenticing has gone out very much, hardly any takes place. But if a lad is sent into a warehouse in the City of London, where he gets no pay, but is to learn the business, in that case we give him the outfit, though not apprenticed.

1383. You do not apprentice, in the strict sense of the term?—We should if apprenticeships took place; we do not, because it is not offered to us.

1384. (*Lord Clarendon.*) How do you mean, not offered to you; there are plenty of apprentices now; boys are now bound apprentice; it appeared to be contemplated by the Founder that there should be a class of boys admitted who should be bound as apprentices?—Fifty years ago gentlemen's sons were apprenticed in the City of London as much as a poor lad now who comes from the workhouse, but it is not so now.

1385. To different guilds, was it not?—Yes; but it has entirely gone out in the City of London, except as regards some of the Companies; the Apothecaries' Company take apprentices, and young men are articled to attorneys; but besides that I do not at this moment know of any business in London to which the young gentleman is apprenticed.

1386. (*Lord Lyttelton.*) Do not common tradesmen take apprentices?—The lower order of tradesmen do so, but not the higher.

1387. (*Sir Stafford Northcote.*) Engineers and architects take apprentices, do they not?—They are articled, as it is called.

1388. (*Mr. Thompson.*) It is the same thing in the eye of the law?—I think that the obligation of service is different.

1389. (*Lord Clarendon.*) Has it ever occurred to you that in order to get a better class of boys you might, to a certain extent, raise that examination to which they are subjected on being admitted?—The places which the boys who come in on this slight examination take in the annual examination are so high that really I think we need require nothing more, except you wish to exclude all but boys of great talent.

1390. I do not think there is any other place where a boy would be admitted on so low a qualification as this; all that is required of a boy above 13 years of age, is some easy Greek author and the rule of three. By raising that, would you not get boys better prepared to come to the school?—Practically, no result would come from it, for it is the rarest thing for us to have a boy nominated at 13. It is more generally at 10.

1391. Ten and eleven?—Yes.

1392. It is limited between 10 and 14; between 10 and 11 you require the Latin accidence, the multiplication table, and the first two rules of arithmetic, there is not a union school where you would not get more than that. Between 11 and 12 years of age, with the Latin syntax, and the first four rules of arithmetic; and between 12 and 13 years of age, with the Greek accidence, and some easy Latin author with the tables and four rules of compound arithmetic, I do not think there is any other school in England of reputation and *prestige*, holding out such great advantages as Charterhouse does, which requires so very low an amount of preliminary education?—Upon that point, the Governors, are hardly answerable for the orders; the standard was fixed, I think, by Dr. Saunders himself some few years ago, in order that he might not have boys come to him wholly untaught.

1393. (*Mr. Vaughan.*) What is the author in Greek, which you are in the habit of putting a boy to construe?—I do not know. I have nothing to do with the exercises, that is entirely managed by the schoolmaster himself.

1394. (*Lord Lyttelton.*) I understood that Dr. Saunders had been a party to these orders, but that they were done, as everything else, on the authority and responsibility of the Governors?—Yes. But it was his own suggestion which the Governors adopted.

1395. (*Lord Clarendon.*) It certainly looks as if it was not only not to exclude all boys of the lower standard, but to secure that no boy should be rejected who was nominated; that is what appears on the face of it?—Yes.

1396. Are you in the habit of attending the school examinations?—No. I do not consider that I have anything to do with them.

1397. (*Lord Devon.*) I think it is stated here that though the Governors are visitors, they do not in point

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of fact visit the school. You say, no visitation has taken place?—Visitation is a legal term.

1398. Are the Governors as a body cognizant of the interior management of the boarding-house?—Only partially cognizant; they have at times said that a boarding house was too full, but they do not commonly interfere with the boarding-houses.

1399. Do they ever inspect the rooms in which the gown boys sleep?—No, they leave that fact to myself.

1400. (*Lord Lyttelton.*) This system of nomination by absolute rotation no doubt is entirely consistent with the terms of the charter: but there might be other systems equally consistent with it. Do you know how long the present system has prevailed?—From the first foundation.

1401. Is there positive evidence of that?—Yes.

1402. The only words in the charter with respect to this question are, that the Governors are to choose poor children. There is a question as to the ancient meaning of the words; do you think that at the time the charter was drawn up the words poor children, considering the state of society and the distinction of classes in those days, would fairly include the children of what we should call gentry?—I think so. Many years ago, being connected with Christ's Hospital, the question came before me. I came to the conclusion that poor did not mean humble in rank, or the being destitute, but that it meant rather the non-possession of property. Besides this, the providing benefices, under the charter, to which the scholars should be preferred before all others, seems to indicate their being the children of persons whom we should now call gentry.

1403. That you state as founded on some inquiry which you made?—Yes.

1404. These scholarships are of immense value, and the advantage to a parent can hardly be overstated. Does it appear to you that this system, by which some 12 or 15 of the chief people of the country, without any sort of control, simply as a matter of favour, put in any children that they please, with no intellectual qualifications whatever, is the best?—I should have great difficulty in devising, on the whole, a better system. I may be permitted to say, that the notion of any boys being admitted who have no intellectual qualification whatever is not correct.

1405. Competitive examination would equally fulfil the object of the Founder?—I think not, because there is no reason whatever to believe that he purposed to educate only clever children, and unless the whole of the circumstances of the boy were taken into account, besides his attainments, the system would not be as good as it is now.

1406. Would not any such circumstances as you have alluded to be taken into account in a preliminary way previous to competitive examination?—Possibly they might.

1407. These scholarships are such very great prizes that I wish to ask whether it does not seem to you that some access to them should be held out to the parents of the country other than the mere casual favour of certain great men?—I am a very old fashioned person, and I should be very sorry to destroy what is termed the casual favour of great men. I think it a very good thing. The foundation is filled now with such a nice set of boys, that I do not think you could have a better.

1408. (*Lord Devon.*) Is it within your knowledge in reference to the foundation at Westminster, which consists of 40 boys, that the places there are entirely obtained by a competition spread over six weeks?—Yes.

1409. (*Lord Lyttelton.*) And at Eton too?—Yes, but I tell you honestly, I grieve over the change at Eton, considering it in all its bearings.

1410. (*Mr. Thompson.*) You object to altering the system as a whole, but would you be prepared to entertain the question whether a certain proportion of the new scholarships might with advantage be opened to competition?—We have already done that; we have done it in a very large proportion with regard to the whole number of places on the foundation, and the charge for exhibitions; for this must be borne in mind, when we put boys on the foundation at 14 years of age instead of at 10 the number which will pass through the foundation is much greater. Instead of a boy remaining eight or nine years on the foundation he only remains four.

1411. Is that a disadvantage?—Not to the individual, but it may be to the Hospital, in consequence of the increased number of the exhibitions.

1412. (*Lord Clarendon.*) May not they compete for the scholarships before 14?—No.

1413. There are 16 new scholarships to be made?—Whether we shall make 16 is uncertain. At present we have 48 boys in the foundation.

1414. I thought it was 40 originally?—I am speaking of those which are open. There are 40 boys put on by direct nomination, and there are eight places more left to make it 48. Those eight places are filled up by boys of 14; they are obtained by competition.

1415. Do you mean there are eight open for competition?—There are eight boys on the foundation out of the 48 who come on by competition.

1416. (*Mr. Thompson.*) I think it appeared from some evidence that we have had that conditions are imposed on the applicants for these open scholarships. Can you mention what those conditions are?—Yes; it occupied a great deal of thought on the part of the Governors how they could open the foundation, and at the same time provide for its poor scholars, and they determined it thus: that they would consider a person to be a poor scholar if his parents declare that the advantage of the foundation is necessary to enable him to educate his son at the university. It was considered that that was such a standard as would secure poor scholars so as to comply with the desires of the Founder, and at the same time to leave it open to extensive competition. Every parent makes that declaration, and making the declaration does prevent some boys applying for it.

1417. Is the parent understood in making that declaration to pledge himself to send his son to the university?—There is no positive pledge at all.

1418. Would it be considered a sort of breach of faith?—No, it would not. The parent declares only his present intention.

1419. (*Lord Clarendon.*) There is more required in the way of assurance from the parent with reference to this scholarship that is to be competed for than appears to be for the original nomination of a scholar?—It is so.

1420. (*Mr. Thompson.*) Do you think that the boys who obtain scholarships by competition have done as well or better in the school and at the universities than those who are nominated; has the system been going on long enough to enable you to give any opinion?—They have all done well; because they have been the cleverest boys in the form. But it is rather a remarkable thing, that since scholars were admitted by competition we have had a great number of very clever boys come on the foundation by nomination.

1421. Do you suppose that some of the Governors make inquiry into the forwardness of the boy whom they nominate?—I do not know about that at all.

1422. (*Mr. Vaughan.*) You say you have several clever boys who have come in by nomination; can you point out any public proof of that?—I am not sufficiently informed to do that.

1423. With regard to university distinctions, I mean?—No; I do not know the names sufficiently.

1424. There are two conditions which do not affect scholars who are nominated, are there not?—Yes. That as to the circumstances of the parent, and also the declaration of his intention.

1425. I mean the condition of going to the university?—The going to the university is not a condition.

1426. You require that declaration of those that are open, but not of those who are nominated?—Yes.

1427. May I ask what is the policy of that distinction?—The distinction arose when we were obliged to define who were to come in by competition. The Governors did not think it necessary to open the question with regard to the boys appointed by nomination.

1428. The other condition, also, that they should be a year in the school, does not affect them?—No.

1429. Do you know what was the policy of the Governors in making that stipulation?—It was the policy of the Schoolmaster, not of the Governors.

1430. The Governors sanctioned it on his recommendation?—Yes.

1431. Have you any opinion as to the policy of it?—I think it is better on the whole. It is better that the candidates in the school should know each other beforehand, than that one of the cleverest boys in England should come and take it from the other boys.

1432. (*Lord Clarendon.*) Do you think that the opening of these scholarships to competition has been very beneficial to the school; many boys are sent there for the purpose of taking their chance of getting scholarships?—Not anything to the extent that people would imagine. For instance, it is a remarkable fact, that ever since the scholarships were opened, the school has not risen in numbers. It was thought by some that the opening of the foundation to the public would bring a great number of boys to the school. It has not done so.

1433. Supposing there are 16 new scholarships founded now out of the accession of rent that you receive, should you not think it would be advisable to open another scholarship to be competed for by boys at the school?—That more boys would come to the school I do not believe. Your Lordships have alluded to the fact of Westminster and its competition. Although Westminster had all the advantages of close scholarships at Christ Church and Trinity College, there was a time, I believe, when that foundation was not full.

1434. (*Mr. Thompson.*) Westminster labours under similar disadvantages of situation to those which Charterhouse labours under?—Yes.

1435. (*Lord Clarendon.*) In your written answers you say, "The Master has the government of the house "and household during the pleasure of the Governors "and in subordination to them," would you have the goodness to state what are the relations between the Master and the schoolmaster?—If the schoolmaster were to absent himself from his duty, if he were guilty of what I may call moral misconduct, I consider it would be the duty of the Master to take notice of it.

1436. Supposing he was guilty of any misconduct with reference to his boarders, you would consider yourself as much entitled to take notice of that as with reference to anything happening on the foundation?—I should not.

1437. You think your duties *quo ad* the schoolmaster are confined to the foundation scholars?—Yes. The old orders say that the schoolmaster is not to go into the country without the Master's leave, and there have been occasions in former times on which the Master has exercised a discipline, not over the schoolmaster particularly, but over other officers of the house.

1438. In your own capacity of Master do you superintend and supervise the administration of the school?—Not the least.

1439. You have nothing to do with the examination of the scholars?—No, nothing at all.

1440. You in no way interfere?—No.

1441. But could any changes be made in the school of any importance either in the curriculum or in the internal economy of the school without your leave?—The original statutes direct that the schoolmaster shall use nothing but the best authors, that is the one general principle laid down for the course of instruction. But whatever the schoolmaster was to do in teaching I should not consider it my duty to interfere unless it were so improper that it ought to be brought to the notice of the Governors. To a certain extent the Governors appoint what ought to be taught, when they provide masters to teach German, French, and mathematics.

1442. Supposing anything was going wrong, would the Governors look to you as resident Governor to inform them of it?—Certainly. As regards the boys on the foundation, if anything very wrong indeed went on, I should consider myself bound to interfere, but it would be only in what may be called cases of emergency and great difficulty.

1443. (*Sir S. Northcote.*) Supposing, for instance, the schoolmaster were to make mathematics compulsory, or German or Latin optional, would you interfere in such a case?—No, I should not.

1444. (*Mr. Thompson.*) But I suppose if he introduced an author like Nonnus you would interfere?—I do not know that I should.

1445. (*Mr. Vaughan.*) Do such powers as you consider yourself to possess over the school or the schoolmaster with reference to the scholars depend on anything in the original statutes or charter?—Not on the charter, but on the statutes of the Governors.

1446. As to those statutes which are published here, is there nothing in them which confers upon you the powers which you think belong to you?—Yes, I think there is. The whole economical government of the household; the terms are very wide.

1447. Do you understand those terms to apply to the discipline or instruction of the school in any way? Scarcely so.

1448. It says, "He shall have the economical "government of the house and household during the "Governors' pleasure." Do you consider that those terms are such as give the Master any power over the discipline of the school, or over the education which is given in the school?—I think not.

1449. (*Lord Clarendon.*) The schoolmaster is independent in the administration of the school?—Yes.

1450. (*Mr. Vaughan.*) We have heard that those statutes by which Charterhouse is now regulated are not printed, but are there any statutes which you are aware of, which at all alter the powers of the Master, and make them other than those which are given here?—Certainly not.

1451. Are there any customary powers that have grown up, independently of these statutes and charter and orders of the Governors, which give him particular power over the school?—None at all.

1452. In fact, all the power the Master considers himself to possess over the school he considers himself to possess under that clause?—Yes.

1453. (*Lord Clarendon.*) In answer to a question put by Lord Devon, you say no visitation ever takes place at all. It does not look well that the Governors are the only visitors, and they never visit. When they meet together do they not do what generally is done, that is, inquire into the well-being of the school, and whether any possible improvements could be made in it?—No; they have always trusted their schoolmasters with regard to the whole course of education and discipline.

1454. Is a detailed statement of the state of the school, and the proceedings of the schoolmaster, and the progress of the boys laid before the Governors?—No. The only statements made are these, when the boy gets his exhibition, the examiners report him to be fit for it; and every year, in December reports are made with regard to the condition of the scholars of certain ages 14 and 16, whether they are fit to continue in the school or not.

1455. The report is, whether they are as well taught as they ought to be, or whether they have that amount of knowledge to justify their being retained?—Certainly not. As to whether the boys are taught their Greek well, or their mathematics well,

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the Governors know nothing about it. Everything is left to the schoolmaster.

1456. It is perfectly correct that the Governors are visitors and never visit?—Although they have not found occasion to exercise their power of formal visitation, such as that of visitors of colleges exercise, their frequent meetings at the Hospital must be considered as visits; and by their orders they take care that the boys shall be taught properly, and that they shall not remain there if they do not profit.

1457. Do you not think that the Governors ought to see the Head Master. You say that they make different orders, and that they by their orders see that the boys are making a certain amount of progress; do they never consult the schoolmaster about these orders?—The schoolmaster may go to the Governors to make any orders or to propose anything to them that he thinks fit; and from time to time they have proposed such orders, and the Governors on consideration have adopted them on the suggestion of the schoolmaster.

1458. Practically, he is an independent man, without supervision?—Yes.

1459. In your written answer you say, "There is "no authoritative rule as to any proportion to be ob- "served between the numbers of masters of the "school and of the scholars." That would appear to be beyond your knowledge; you do not interfere with that?—No.

1460. Your written answers to questions 11 and 12, are merely statements of facts over which you have no control, as to the appointment of the masters and as to the boys who are taught French and German; it is not required that the schoolmaster and usher should be Carthusians?—No, there is no law on that point at all; except with regard to the benefices, every office is open to anybody whatever.

1461. (*Mr. Thompson.*) Was Dr. Russell a Carthusian?—Yes, he was a foundationer.

1462. I wish to ask you a question with reference to the conditions on which the exhibitions mentioned in your written answer to question 13, were given; whether, in the first place, you think it desirable for the sake of the school that they should be confined to foundationers; and, secondly, whether you would think that the examination for these exhibitions is sufficient to ensure a class of persons at all equal to the value of the exhibitions which they hold?—The question was considered very gravely and very fully years ago; we found we had no power to grant any exhibition, except to those boys who had been scholars of the foundation and fed there. We should most willingly have granted exhibitions at that time instead of opening the foundation, but we were advised that we could not do so, it being also a doubtful point whether we have power to grant exhibitions at all.

1463. (*Lord Clarendon.*) Even to foundation scholars?—There was a little doubt as to that, because nothing is mentioned in the charter about it, and in the inquiry before the Charity Commissioners it was shown, that the funds from which we granted the exhibitions came to us under a different title from the funds which are applied to the rest of the hospital; the one came under the Founder's will, the other under the Founder's charter.

1464. Does not one or the other contemplate assistance to scholars going to universities?—Neither of them. The charter contemplates there being livings for the scholars; but there is not one word about granting exhibitions. The principle upon which we have always gone is to be content that the lad was competent to take his degree, and the standard is that he shall be able to pass his first examination in the university.

1465. The matriculation?—Something more than that. The exhibition is granted to any scholar of whom the examiners report that with due diligence he may be expected to pass the first university examination.

1466. (*Mr. Vaughan.*) Do I understand you, that in the charter and in these statutes there is no mention of the giving of exhibitions to the scholars?—There is no mention in the charter; only in the orders mention is made.

1467. Could you refer me to the place?—It is where the apprentices are mentioned. This is it:—"Those "scholars sent to the universities if they continue "there and follow their studies, shall be allowed "each of them 16*l.* yearly pension at four usual "parts, by even and equal portions for eight years; "but in case they discontinue sooner their pension "shall cease. Provided always, that they shall not ex- "ceed the number of four-and-twenty such pensioners "at any one time."

1468. Has it been the case that from time to time by order of the Governors that 16*l.* has been augmented?—Yes.

1469. Is the number of those scholars so sent to the university stated?—No; the numbers are not at all attended to, that they shall be 24.

1470. Are those exhibitions in fact a mere extension of the 16*l.*?—Exactly so.

1471. Has it been considered by the Governors that all the qualifications and conditions which attach to the holders of those 16*l.* must attach also to the exhibitioners?—Yes.

1472. And in that way, that they must be scholars?—Certainly.

1473. Is that the ground of your being limited to scholars in awarding the exhibitions?—Yes.

1474. (*Mr. Thompson.*) There is a seeming inconsistency between the position that these exhibitions are extra-statutable, and that in selecting the exhibitioners you are distinctly bound by the statutes?—The Founder gave us his charter—he died—and by his will he left us property; that property not coming under the charter but coming by his will, and being by his will directed to be laid out for the benefit of his hospital, the Governors at that time considered those words to enable them to apply that property to the granting of exhibitions and apprenticeships.

1475. And they would not consider that under the will they had the power of granting them to any but the scholars?—That is so.

1476. (*Lord Clarendon.*) With regard to the apprenticeships, are there ever any boys who actually receive apprentice fees from the school?—Yes, actual apprenticing has taken place.

1477. How lately has that occurred?—I think about the year 1808 or 1809, and also very lately.

1478. Would there be many now coming to the school who would be willing to take the benefit of an apprenticeship?—As I mentioned, apprentices are very rare now, but we give "Donations towards "placing out scholars," and it forms an item in our account.

1479. That is in lieu of the apprenticeship?—Yes.

1480. In fact those who go to the school now would not receive an apprenticeship?—They would receive under this head what we call donations.

1481. I think the order of May 5th, 1845, limited the number to be educated in the school, including the scholars, boarders, and day-scholars, to 200?—Yes.

1482. That has your sanction and approval?—Yes. At that time, under Dr. Saunders, the school was apparently increasing, and they were afraid it would be too full. It was Dr. Saunders' own proposition to the Governors to limit the number.

1483. It was greatly overcrowded in Dr. Saunders' time, was it not?—Not in his time.

1484. Charterhouse had become of considerable magnitude?—Yes.

1485. It is a binding order that, taking all the different classes of boys together, they are not to exceed 200?—Yes.

1486. And you think that number is as many as the buildings can properly contain?—Certainly.

1487. Even with the new buildings that are about to be constructed?—Yes, certainly.

1488. (*Mr. Thompson.*) Do you think they can hold 200 comfortably?—Yes.

CHARTERHOUSE.

Ven. W. H. Hale.

19 June 1862.

1489. (*Lord Clarendon.*) I would now refer you to your written answer to question 45, which is, That in your opinion no change should take place in the system or course of education which should diminish the amount of information in classical literature and cause it to be less appreciated without injury to the school?—It is wider than that.

1490. I do not think that those injuries which you mention, and which would be very great, would be inflicted by an extended knowledge of modern languages, of mathematics, and of physical science, all of which might be introduced, and have been in process of introduction here and at other schools, and will probably be extended?—The practical result of the teaching of modern languages is excessively small; the amount of attainment in those languages is almost next to nothing, from what I can hear.

1491. Do you not think it might be desirable that there should be a little more knowledge acquired in modern languages?—Taking it as a whole, I abide by what I have here stated, that if you direct the mind of the public and of the youth less to one kind of knowledge and more to another, you must take great care lest you diminish the quantity of that knowledge which is the most valuable to society at large; that is my feeling about it.

1492. I am not saying it would be advisable to do it, but if there was a little taken off Latin verses and Greek plays, should you apprehend these serious injuries that you mention?—No; that is coming to a matter of detail. I do not say that as to verses and Greek plays no improvement might be made in the system of public schools. The language is not acquired, although the verses are done.

1493. (*Mr. Vaughan.*) Upon this particular point will you have the kindness to explain in what way you think the doing of exercises and Greek plays injurious to the learning of the language?—Only in this way. In most of the public schools the boys are required to do exercises which it is perfectly impossible for them to do. The length of time occupied in those exercises appears to me to be excessive; you do not get more good scholars from it. My idea is this, a schoolmaster should teach the lesson, and not merely hear the boys say it; but that requires great personal labour, and that a man should have a good voice, and be very strong; if he himself spoke to them in Latin, they would most likely remember it.

1494. (*Lord Clarendon.*) How would a schoolmaster be sure that they would understand it?—I hold that language is to be learnt more by the ear than by the eye, and many a boy would remember a word told him by a master, which if you merely told him to write down, would not make the same impression on him.

1495. (*Mr. Vaughan.*) Do you think that the calling on the boys to produce something which they have actually done themselves, does not secure the possession of a knowledge of the language so well as the master giving them certain information without calling upon them to reproduce it, any way?—I think the Latin exercises as generally done are a great misery to the boys, and produce little good.

1496. And that applies to Greek exercises?—Yes, but Greek is very easy to teach, and Latin very difficult.

1497. (*Mr. Thompson.*) Does not that depend on whether the Master knows Latin as well as he knows Greek?—It does.

1498. (*Lord Clarendon.*) There is one thing you adverted to yourself, as to any change of site; you said you would like to say a word on that. We are not mooting that point, but all these London schools are certainly labouring under disadvantages which are not diminishing, and therefore it is a matter of consideration for those interested in such schools to consider whether it would be useful to move them?—Many schools in London are full. Merchant Taylors' school is full, St. Paul's is full, and King's College is full. Charterhouse labours under this great difficulty, that though actually in the middle of London, it is not known; and it is not known by the public at large that any man can send his boy to that school as a boarder, or that any man by paying 20*l.* a year can have his son educated there as a day boy. I was talking to a merchant on Tower Hill yesterday; I said, "Why do you not send your "boy to the Charterhouse?" "I cannot," he said; I said, "Can you not pay 20*l.* a year?" He said, "I "was not at all aware of it." It can be proved statistically that Charterhouse is as healthy a place for the boys to be in as any place in the kingdom, and I think it would be a great evil to take it away from the middle of the metropolis when it ought to become the great school of the metropolis; with its five acres of play-ground in the very centre it ought to be the school most frequented. I believe it would be an injury to London to remove that school.

1499. Do you not think the school could be removed, leaving the Master and the poor brothers, or do you not think they could be separated?—Yes, by an Act of Parliament it might be done.

1500. I mean with advantage?—No. I see no advantage in separating the hospital from the school.

1501. (*Mr. Vaughan.*) Is it your view with regard to Charterhouse that except so far as it is filled by foundationers, it would in fact, occupy most usefully the position of a day school to London?—Yes, it ought to be; and I am quite surprised it is not.

1502. And you think that that arises from its not being known?—I believe so. Persons coming to the Charterhouse are astonished; they say, "Well, I "heard of it, but I never knew what it was." It is like one of the largest colleges in Oxford or Cambridge with its large gardens put in the middle of London.

1503. (*A Commissioner.*) The dead meat market will not be an advantage?—No, but we are far enough from it.

1504. The great disadvantage, as I gathered from the examination of the schoolmaster yesterday, was, that the boys really are between four and five high walls; it is like being in prison?—But it is a very large one; the boys are happy enough there.

Victoria Street, Monday, 15th December 1862.

PRESENT:

EARL OF CLARENDON.
LORD LYTTELTON.
SIR STAFFORD H. NORTHCOTE, BART.
HON. EDWARD TWISLETON.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

ROBERT BRODIE, Esq., called in and examined.

R. Brodie, Esq.

15 Dec. 1862.

1505. (*Lord Clarendon.*) How many years were you at the Charterhouse?—Nearly 10 years.

1506. You are now at Trinity College, Oxford?—Yes.

1507. How long have you been there?—This is my third year there.

1508. Did you go straight from the Charterhouse?—No, I was at Balliol for two terms.

1509. And went from Balliol to Trinity?—Yes.

1510. (*Sir S. Northcote.*) Did you get a scholarship there?—Yes.

CHARTER-HOUSE.

R. Brodie, Esq.

15 Dec. 1862.

1511. (*Lord Clarendon.*) Were you on the foundation at the Charterhouse?—I was.

1512. What are the relations between the foundationers and the boarders?—They meet together in the school, and are quite on an equality.

1513. There is no jealousy and no rivalry?—Not at all.

1514. And no distinction between them other than the gown?—No; none whatever.

1515. (*Lord Lyttelton.*) Is the College reckoned a distinction: are they reckoned the *élite* of the school?—They will tell you so themselves, and others will tell you the other way; but really I think they are quite on an equality.

1516. (*Lord Clarendon.*) How many monitors are there?—There are four on the foundation.

1517. Are they the highest boys in the school?—The four senior boys on the foundation are called the "gown boy monitors," and have to do all the monitorial duties in school. Some of the senior boys in the masters' houses are monitors, and have to perform the monitorial duties in those houses.

1518. Are those who are monitors in houses, and who are the highest boys in the houses, monitors out of the houses too?—Yes; they have general monitorial authority. The gown boy monitors only do duties in school.

1519. What are those duties?—One every week has to keep order in the school, and to look after the punishment, the flogging.

1520. In what way do the monitors look after the flogging?—They have to attend at every flogging, and produce the rod.

1521. They hand the rod to the executioner?—Yes.

1522. And that executioner is the Head Master generally?—Yes.

1523. And the second master also?—Yes; but the Head Master generally flogs. If the Head Master is not there or is not able to do it some other master does it.

1524. How is that settled. When a boy is to have a flogging there must be somebody to inflict it?—His name is entered in the book, and after school he is sent for and flogged by the Head Master.

1525. Is not flogging considered to be excessive at the Charterhouse?—No, I never heard so; I do not think it is.

1526. (*Lord Lyttelton.*) How often was it in a week?—Perhaps on an average twice a week; I do not know exactly.

1527. Did you ever hear of any complaint about the master not having a discretion as to the flogging. Is not that the case, that he is obliged to flog on a report from the other masters?—There is a book kept by the school monitor, and if a master wishes a boy to be flogged he puts his name down in that book.

1528. Is not that boy flogged as a matter of course; the Head Master does not look into the case himself?—No, not in an ordinary way. If there is any doubt about his being flogged, then the master consults the Head Master, but in the ordinary course of things the Head Master merely sees his name in the book and flogs him as a matter of course.

1529. Did that work well?—I think so. We never thought it an injustice.

1530. (*Sir S. Northcote.*) Is a boy flogged for being put in the book once?—No, three times; but he may be put down three times for one offence, or he may be flogged for three separate offences.

1531. When a master puts a boy's name down in the book, does he always know whether his name is already down?—Yes.

1532. Did you ever know a boy who escaped being flogged, on being put down in that way three times?—Very seldom.

1533. (*Lord Clarendon.*) We have heard that, in the course of 20 weeks, 25 boys out of 90 had been flogged. It struck me, especially with reference to the information that we had received from other schools, that it was a larger proportion there than elsewhere; but you do not think it was at all more than was necessary?—No; we never used to think so. I never knew what was the proportion exactly, but no one ever thought there was too much flogging.

1534. But did not so much flogging indicate a want of discipline or something wrong in the system; because flogging ought not to be inflicted for light offences, and yet if it is inflicted for heavy offences, they must be very numerous?—I do not know what the offences were.

1535. (*Lord Lyttelton.*) You must have been there under three Head Masters?—Yes. Under Dr. Saunders, Dr. Elder, and Mr. Elwyn.

1536. Did the practice of flogging vary at all, during the time you were there; did it become less?—Not on the whole, I should think; it varied; some weeks there would be more, others less.

1537. But on the whole, at the end of the time you were there, it was about the same?—Yes, I should say so.

1538. (*Lord Clarendon.*) What power of inflicting punishment have the monitors?—Now, they have only the power of thrashing with their fists; formerly they used to have canes, but those were done away with in Dr. Elder's time. Dr. Saunders gave canes to the monitors with full power to use them, but Dr. Elder did away with them.

1539. (*Lord Lyttelton.*) They are entirely prohibited?—Yes.*

1540. (*Lord Clarendon.*) Does the monitor inflict this punishment on the spur of the moment, or does he have the boy up the next day?—He generally has him up, and examines him about the offence.

1541. Unless he has caught him in something?—Yes; and then he would thrash him.

1542. (*Sir S. Northcote.*) Do the monitors ever have boys put down to be flogged, or otherwise punished?—Very seldom.

1543. They have the power of doing it?—They have the power of reporting anything to the Head Master.

1544. (*Lord Clarendon.*) You think that the power of the monitors, exercised as it is, is supported by the public opinion of the school?—Yes; decidedly.

1545. There is no complaint against it?—None whatever.

1546. When you were at the Charterhouse, was there much drinking or immorality?—It varied at different times. Sometimes there was for a time; then it would come to a crisis, perhaps, and be stopped. Two or three times it came to a crisis in that way.

1547. Do you think it was generally a set in the school, or that drinking was pretty general?—It was generally confined to a set.

1548. Would the public opinion of the school be against drinking?—Yes; I should say so.

1549. Would a monitor interfere, seeing a boy coming out of a public-house?—He has not much opportunity. He is not out more than once a week. He can only go out to his parents or friends on a Saturday.

1550. (*Lord Lyttelton.*) But they fetch drink into the school?—It is possible to smuggle it in.

1551. (*Lord Clarendon.*) Was there any gambling when you were there?—No; none to any extent,

* On this point the Head Master subsequently wrote:—"Mr. Brodie's "evidence respecting the power of caning by the monitors does not now "hold good, as I have recognized the power, and I enclose the rules "which I have laid down upon the subject, and which I give to each "monitor on his appointment:—

"I. The right to inflict corporal punishment belongs to monitors "alone, and the boys liable to such punishment are those who are below "the upper fifth form.—II. Corporal punishment is not to be inflicted "by any monitor without the deliberate sanction of the other monitors "of the house to which the offending boy belongs, and is limited to "those cases which in their joint opinion render such punishment "absolutely necessary.—III. No instrument of punishment is to be used "except that which is sanctioned by the Head Master; and in the "exercise of this right of punishing, any monitor must remember that "he is bound to use very great care and moderation, and that he is "responsible for any injury arising from excessive punishment.—IV. "In case of personal affront, punishment is not to be inflicted by the "offended monitor, but the matter is to be referred to the other monitors. "—V. Any boy who is aggrieved by the extent of punishment inflicted "has a right of appeal to the Master of the house to which he belongs, "or to the Head Master."

certainly. There may have been for a time, once or twice, during the time I was there; but certainly none to any extent.

1552. The monitors, if they were aware of it, would consider themselves bound to interfere and put a stop to gambling or very bad language or immorality of any kind?—Yes.

1553. And the monitors would not be the worse thought of in the school?—Certainly not.

1554. It would be a legitimate exercise of their authority?—Yes.

1555. What boys have the right to fag?—A certain number in each house who have the privilege given to them. No boy can fag until he has received privileges from the Head Master.

1556. (*Lord Lyttelton.*) You mean on the foundation?—In all the houses. No boy acquires a right to fag by holding a position in the school until he has received that right definitely from the Head Master.

1557. (*Lord Clarendon.*) Being in the sixth form he does not *de facto* acquire the right to fag?—No.

1558. What does the Head Master require in a boy before he considers himself justified in delegating that power to him?—It is given to a certain number in each house. If there is any real cause against a boy's having the power, the Head Master would withhold it; but in most cases he would give it.

1559. (*Lord Lyttelton.*) Is it ever withheld from a boy quite at the top of the school?—Very seldom.

1560. (*Lord Clarendon.*) You think the master is determined by a boy's character as to whether he would confide that power to him?—Yes; but as a rule he gives it. On any abuse of power it is at once withdrawn.

1561. (*Lord Lyttelton.*) Withdrawn, and given again?—Yes; on good behaviour.

1562. (*Lord Clarendon.*) What power of fagging has a boy?—He can order any boy below a certain form to do almost anything. It is regulated by public opinion.

1563. Have you any reason to think that the fagging is harder there, or the power of fagging is more abused at the Charterhouse than at other schools?—No.

1564. As far as you have observed are those boys who are fags unhappy?—No.

1565. (*Mr. Twisleton.*) How many years were you a fag?—I suppose five years out of the ten.

1566. (*Lord Lyttelton.*) What was the regular work you had to do as a fag. Had you a particular fag-master?—Yes.

1567. What had you to do for him?—Every upper had a particular fag who prepared his breakfast for him, and so on.

1568. What had he to do?—He made his tea or coffee and toast.

1569. (*Lord Clarendon.*) What are the duties of the fire fags and the cock's fags?—The "fire fag" has to keep up the house fire.

1570. If the fire was out, you were made aware of it?—Yes.

1571. (*Lord Lyttelton.*) Had you to carry coals to it?—Yes; I had to carry them a short distance. They were put in the hall outside the room.

1572. What were the "cock's fags"?—Their duty was to look after the lavatory, which was called by the name of "cocks."

1573. Was that reckoned a more disagreeable, or more laborious fagging than the other?—No; I should think it was about the same.

1574. (*Sir S. Northcote.*) How long was a boy kept as fire fag?—For a year.

1575. (*Lord Clarendon.*) The fag does not do any menial work?—No.

1576. He does not clean the boots?—No.

1577. Does he brush his master's clothes?—Sometimes.

1578. I think looking after the fires, and looking after the water things, is rather menial work. Why should that be done by the boys?—Because there are not always servants at hand to do it.

1579. (*Lord Lyttelton.*) Was there never a complaint that it was not given to servants to do?—No; I do not think so. It was thought rather hard work, but nothing more.

1580. (*Lord Clarendon.*) Do not they wash and dry the towels for their masters?—They dry them; hold them before the fire for a few minutes. They do not wash them.

1581. Do not they "crib" the towels from other boys sometimes for their masters?—Sometimes.

1582. That is the duty of the fag?—The fag has to provide a towel for his master.

1583. Then they wash their master's combs and brushes?—Yes.

1584. He washes his combs and brushes and cleans out his wash-hand stand?—Yes.

1585. In short he does most things that a housemaid or chambermaid and the boots at an inn do?—I do not think that.

1586. (*Lord Lyttelton.*) Does that apply only to the boys on the foundation; is there any difference?—No; I think they are about the same in the other houses.

1587. (*Lord Clarendon.*) Has each more than one master?—Not at one time.

1588. Has he to steal towels for several, or only for one?—Only for one.

1589. Do you not think that having so much to do—for there is no doubt the fags have a great deal to do—interferes with their reading?—No, I do not think so.

1590. (*Mr. Twisleton.*) How old were you when you went there?—I was nine.

1591. (*Lord Clarendon.*) Ought not fagging to be stopped during banco?—It might be a good thing.

1592. Banco is from eight to nine in the evening, is it not?—Yes.

1593. That hour is not left to the fags, is it?—Not entirely, they might be called away; perhaps two or three in the course of the hour may have to go away to fag.

1594. But surely that must tell upon the boy's preparedness for the next day?—Probably the boy would not employ the whole of his hour in preparing his work if he was not called away. I should not think it made any great difference, though it may in some cases interfere with the boy's work.

1595. Is there not fagging for those who have not obtained the privilege of a master?—Sometimes, but not as a rule.

1596. Those who have the privilege do not protect the boys from fagging for those who have it not?—It is not their duty to do so.

1597. (*Lord Lyttelton.*) What is the feeling of the school about it. Is there a feeling that fagging ought not to be encroached upon in that way by those who have no right to do so. Is it reckoned a sort of bullying?—Yes, if it is carried to any extent; then it would be stopped by the monitors.

1598. (*Lord Clarendon.*) The notion is that at the Charterhouse the fagging is incessant, in school, out of school, from morning to night. Do you think that is the feeling?—No; I do not think we used to think it hard, when we were fags; I never did.

1599. (*Sir S. Northcote.*) Do you suppose, from what you have heard of other schools, that it is harder at Charterhouse than elsewhere?—I should not think so.

1600. (*Mr. Twisleton.*) As compared with Eton?—I know very little about Eton.

1601. Harrow?—I should not think so. Winchester is the only school I know much about. I have had brothers there, and I should say, compared with Winchester, it certainly was not harder.

1602. (*Lord Clarendon.*) You do not think it is at all injurious to the boys who are the faggors?—No, I do not think so.

1603. It does not make them imperious, but rather inspires them with a due sense of the responsibility of the exercise of power?—Yes.

CHARTER-HOUSE.

R. Brodie, Esq.

15 Dec. 1862.

1604. (*Sir S. Northcote.*) Does a master consider himself bound to protect his fag from being bullied by others?—Yes.

1605. Would a fag go to his master if he were bullied and ask him to protect him?—He would not like to. If he complained to anybody, he would complain to a monitor.

1606. (*Lord Clarendon.*) Did the boys in college have large rooms. There were several in a room, were there not?—Twelve and nine.

1607. There were no single rooms?—No; the smallest number is four.

1608. Do you think having so many in a room is liked. Do you think they wished more for single rooms?—No, I do not think so.

1609. Were you satisfied with the quantity and quality of the meals which you got there?—Yes, quite.

1610. Were they ample?—Yes; as much as we liked to eat, generally.

1611. Was it well cooked?—Yes, as a rule. If it was not, we used to complain.

1612. Had you meat at supper?—No; only once a day.

1613. Was that sufficient?—No; I do not know that we did think that. We should have liked to have more, certainly.

1614. (*Lord Lyttelton.*) Did you get it for yourselves at breakfast?—Sometimes.

1615. (*Lord Clarendon.*) Was it allowed?—We might have it sent from home.

1616. In what way was the Sunday spent at the Charterhouse. It was dull, was it not?—It was, rather. We used to walk about or read. We always had a certain amount of work to do on a Sunday, and a certain amount of school.

1617. Was there any religious instruction given on a Sunday?—Yes; we used to go into school and do some Greek Testament.

1618. Were you examined with respect to the subject or the Greek principally?—The subject, I think, on Sunday.

1619. Were any commentaries made or any questions asked?—Yes.

1620. What other form of religious instruction was given?—Instruction in divinity at certain times in the week, especially on Monday.

1621. (*Lord Lyttelton.*) Which you had prepared on a Sunday?—Yes.

1622. (*Lord Clarendon.*) What was the divinity?—It consisted of getting up questions in Bible history and writing themes on Bible subjects.

1623. Who used to examine?—The master of each form.

1624. Was there a careful preparation for confirmation?—Yes.

1625. Who used to undertake that?—The Head Master.

1626. (*Lord Lyttelton.*) The Head Master entirely?—Yes.

1627. (*Lord Clarendon.*) For how long previous to confirmation?—During Lent.

1628. (*Lord Lyttelton.*) Was it required that certain boys should be confirmed, or was it left to the parents?—I do not think it was compulsory on any boy to be confirmed.

1629. (*Lord Clarendon.*) Did the Head Master give lectures on confirmation?—Yes.

1630. And did he see the boys individually?—Yes.

1631. Did they generally take the sacrament after they were confirmed?—Yes.

1632. There was no compulsion about their taking the sacrament, was there?—No.

1633. If a boy, after being confirmed, was habitually absent from the communion table, would that have been noticed, do you think?—I do not think it ever was.

1634. Did they attend pretty generally?—Yes.

1635. Was there any system of private tuition?—To a small extent; only certain boys whose parents wished them to have private tutors.

1636. Who, then, was the private tutor?—One of the masters in the school.

1637. They charged, of course, extra for it?—Yes.

1638. Do you know how much?—No.

1639. Could a boy go to him to prepare his school work?—Yes; he used to go to him in the evening.

1640. After school hours?—Yes.

1641. Do you know if a boy could study with his tutor any subject that was not school work?—Yes.

1642. Supposing you wished to read history with him, or to read some Greek book which was not being read at the time in school, the tutor would not object?—No.

1643. He did not impose on you what you should do?—No.

1644. Did you consider yourselves in any other way connected with that tutor than for the preparation of lessons?—No, I do not think so.

1645. What do you think induced boys most to work at the Charterhouse; was it the ambition to get on, or the fear of punishment, or the rising in the school?—Different motives in different boys, and at different times in the same boy.

1646. (*Lord Lyttelton.*) Were the school prizes much valued?—Yes.

1647. (*Lord Clarendon.*) Did the boys take much interest in each other's success; was there an *esprit de corps* in the school that made them look with pleasure at the success of another boy?—Yes.

1648. (*Lord Lyttelton.*) What were the numbers in your time?—When I first went I think there were 170.

1649. (*Sir S. Northcote.*) Was much notice taken of prizes gained by Charterhouse boys at the university?—I think so.

1650. You did not get holidays for them, did you?—Half holidays.

1651. (*Mr. Twisleton.*) Would they have a half holiday for your getting a scholarship at Trinity?—Yes.

1652. (*Lord Clarendon.*) Did they pay much attention to modern languages?—I used to learn French.

1653. Did you learn it effectually?—I had a fair general acquaintance with it.

1654. (*Lord Lyttelton.*) Was there any reward for it?—Yes.

1655. (*Lord Clarendon.*) Was the study obligatory?—It was with those on the foundation, up to a certain time.

1656. (*Lord Lyttelton.*) What was the reward, books or money?—Books.

1657. It did not affect the general progress of the boy in the school?—No.

1658. (*Lord Clarendon.*) No places or marks were given to him?—It was quite distinct from his form work. The French class was quite separate.

1659. Was there a resident French master, or did he come to the school?—He came.

1660. How many hours a week were you expected to attend?—Four hours a week.

1661. When you left Charterhouse could you read an average easy French book?—I think so.

1662. You could have read a French newspaper?—Yes, pretty well.

1663. I suppose you could not have held a conversation in French?—Not very well.

1664. Did you learn anything of history and geography?—We learnt some. We used to do history one day a week.

1665. Modern history?—Yes, part of the year.

1666. Very modern?—It varied. We did different parts at different times.

1667. Did you ever do anything more modern than the French Revolution?—No.

1668. (*Sir S. Northcote.*) Did you ever do anything later than the English Revolution?—Yes. We used to do at one time Roman, at another Greek, and at another modern history.

1669. (*Lord Lyttelton.*) Equally do you mean?—One term we used to do one, and one another.

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1670. And did that come into the system of the school?—Yes; it was part of the regular form work.

1671. How was geography taught? Was it taught systematically?—It was taught in connexion with the history.

1672. (*Lord Clarendon.*) Mathematics were compulsory?—Yes.

1673. How far did boys in general learn mathematics?—I do not know what the average was.

1674. Conic sections?—Some used to do conic sections.

1675. (*Mr. Twisleton.*) How far did you go?—To some point short of conic sections.

1676. (*Lord Clarendon.*) No attention was paid to natural science was there?—There is a chemical lecturer there now. There was not in my time.

1677. Do you know whether he is successful; whether any boys attend?—I believe so.

1678. Is it popular?—I believe so.

1679. Could a boy get private tuition in mathematics?—Yes, if he wished.

1680. The same tutor who read occasional classics with him would also read mathematics with him?—He might.

1681. He might have one tutor for the two?—Yes.

1682. It was not an extra?—No.

1683. There must have been at Charterhouse, I suppose, from the locality and the boys not being able to go out, a good deal of time for private reading?—Yes.

1684. Do you think there was a great deal of private reading in general literature there?—Yes, I think there was.

1685. (*Lord Lyttelton.*) Had boys many books of their own?—Yes.

1686. (*Lord Clarendon.*) There was cricket there, was there not?—Yes.

1687. Did the boys play a good deal at cricket in the summer?—Yes.

1688. As much as at any other school?—I should think so.

1689. Do you think that the Charterhouse men who come up to Oxford, as far as you know, are considered as distinguished, or above the average for a scholarship, and are well grounded in what they have learnt. Do you think they are looked up to at Oxford?—I should think that they are as distinguished and looked up to about as much as those who come from other public schools.

1690. (*Mr. Twisleton.*) You are in lectures with boys from other schools?—Yes.

1691. Have you been able to form any opinion as to the comparative scholarship of your own schools and other schools?—It is about on a par, I should think, so far as I can tell.

1692. (*Lord Clarendon.*) Were you in the eleven?—Yes.

1693. Were you captain?—No.

1694. Looking back to the time you passed there does it occur to you that anything could be improved or might be better done?—Nothing in particular occurs to me at present.

1695. (*Mr. Twisleton.*) If you had the power of making alterations you can think of no alterations which you would introduce?—Not at this moment.

1696. (*Lord Lyttelton.*) Were the boys restrained from getting out into London at times when they ought not?—They cannot. They never go out at all except on Sundays when they have letters from their parents or friends.

1697. Then they go to their parents?—Yes.

1698. You do not think there is any illicit getting out into London at night?—No.

1699. Do you think there was any fault found about the clothing. The boys were clothed entirely, were they not?—Yes, nearly entirely.

1700. Do you think the clothing is as it ought to be?—I think so. They used to give us black trousers and a black jacket which were made according to the modern fashion.

1701. They did not give complete clothing, I think; they did not give waistcoats?—No; they did not give waistcoats.

1702. (*Lord Clarendon.*) It is a cheap school, is it not?—I think so.

1703. (*Sir S. Northcote.*) The habits of the boys were not extravagant?—No.

1704. (*Lord Lyttelton.*) Were they found in linen?—In shirts.

1705. And shoes?—Shoes and socks.

Victoria Street, Saturday, 14th February 1863.

PRESENT:

Lord Lyttelton.	Rev. W. H. Thompson.
Hon. Edward Twisleton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

LORD LYTTELTON IN THE CHAIR.

A Junior Foundation Boy of the Charterhouse called in and examined.

A Junior Foundation Boy of the Charterhouse.

14 Feb. 1863.

1706. (*Lord Lyttelton.*) How long have you been at the Charterhouse?—Two years.

1707. Have you been on the foundation all that time?—Yes.

1708. How old are you?—Twelve.

1709. You were admitted on the foundation soon after you were 10?—Yes.

1710. Were you admitted on an examination?—Yes.

1711. What part of the school are you in now?—The third form.

1712. Where were you placed?—In the petties.

1713. What do you call the petties?—The lowest form.

1714. And you moved up to the third form?—Yes.

1715. How many are there in the college altogether?—Forty-four.

1716. How many of those forty-four are able to fag?—I do not know exactly how many.

1717. Do you know how many fag for others, and how many exercise the power of fagging?—I think there are eleven in the house I am in.

1718. How many houses do the foundation boys live in?—Only one.

1719. All the foundation boys are in one house?—Yes.

1720. Do you mean that there are only eleven who fag in that house?—Eleven are allowed to fag.

1721. There are no other boys except the boys on the foundation, in your house?—No.

1722. Eleven of those have the power of fagging the rest?—Yes.

1723. (*Sir S. Northcote.*) Have they the power of fagging all the rest, or are any excused from fagging?—There are about twenty in between.

1724. (*Lord Lyttelton.*) Who neither fag nor are fagged?—No.

1725. According to that, there would be about thirteen of you who fag?—Twelve, I think.

1726. Twelve, who fag for the eleven?—Yes.

1727. How long shall you be before you get into the part of the school which does not fag?—About a year.

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1728. What part of the school shall you be in?—In the fourth form.

1729. You mean that the fourth form does not fag at all?—No.

1730. What part of the school is it where they begin to have the power of fagging?—In the sixth and upper fifth.

1731. In about a year you expect to get into the fourth form, and then you will not fag any more?—No.

1732. Have you a master to yourself; are you fag to one particular boy?—At breakfast and tea we are.

1733. We want to know what you have to do in respect of fagging in the day. At what time are you called in the morning?—At a quarter to seven.

1734. (*Mr. Thompson.*) Who calls you?—A man servant.

1735. Have you ever to get up before that?—No.

1736. Have you to call the sixth form?—Yes.

1737. You call them after you have got up yourself?—Yes.

1738. You get up as soon as you are called, at a quarter to seven?—Yes.

1739. When have you to call your master?—They tell you a certain time.

1740. They tell you over night?—We call them about seven, and then they tell us when to call them again.

1741. But I mean, is it every morning that you have to call them the first time about seven?—Yes; or if they want to change it, they tell you over night.

1742. Do you ever have to call them earlier than seven?—Sometimes directly we get up.

1743. (*Mr. Twisleton.*) Have you ever to call them earlier than seven?—Sometimes.

1744. (*Sir S. Northcote.*) Have you ever to call them at a time earlier than the time at which a man comes to call you?—No; you could not.

1745. (*Mr. Thompson.*) You little boys sleep apart from the big ones?—Yes.

1746. (*Lord Lyttleton.*) Have you ever to call him later than seven o'clock?—Yes; till half-past.

1747. He will tell you over night, perhaps?—Yes.

1748. If you call him at seven o'clock, does he always get up?—No.

1749. If he does not get up, does he expect you to call him again?—Yes.

1750. Have you to call him till he gets up?—He generally gets up at half-past seven, because he has to be in school at a quarter to eight.

1751. If he was to sleep till eight o'clock, would he make you answerable for it?—No.

1752. If he over-slept himself, he would not punish you for it, would he?—No.

1753. How often do you generally call him?—About four or five times.

1754. Before he gets up?—Yes, sometimes.

1755. When he has got up, you have nothing more to do with him just then. When do you go into school?—At a quarter to eight.

1756. Except calling your master, you have nothing to do before that?—We have to go and wait upon him at half-past seven.

1757. What do you do then?—Give him his clothes.

1758. Do you get his washing things ready for him?—He gets those himself.

1759. Have you to brush his clothes for him?—Sometimes.

1760. Not always?—No.

1761. Do you ever have to clean his shoes?—No, never.

1762. Then he goes into school at a quarter before eight?—Yes.

1763. And you go into school then too?—Yes.

1764. Have you anything to eat or drink before you go into school?—No.

1765. How long does he stay in school?—Until half-past eight.

1766. When you come out what do you do?—We get their breakfast ready for them.

1767. Do they all breakfast together?—We breakfast before them, and then we have to wait for them.

1768. Do you come out of school at half-past eight?—Yes.

1769. And then do you get your own breakfast?—Yes; at a quarter to nine we have to go and wait for them again.

1770. You have that quarter of an hour for your own breakfast?—Yes.

1771. They come out of school at half-past eight, and at a quarter before nine they have to come to their master's breakfasts. Have you time for your own breakfasts in that time?—We have to find time.

1772. You never have more than a quarter of an hour?—If we can get time before half-past nine, we generally have.

1773. (*Mr. Thompson.*) Who makes *your* breakfast, if you make your master's breakfast?—It is put out by the butler.

1774. Does not the butler put out the master's breakfast?—Yes; but we have to toast.

1775. You fags have no toast?—No.

1776. (*Lord Lyttelton.*) Who makes the tea?—We have milk.

1777. You have bread and butter and milk?—Yes.

1778. You said half-past nine; but I thought you breakfasted before your masters always?—We cannot always.

1779. At a quarter before nine you have to toast for them. Do the big boys all breakfast together?——Yes.

1780. What have you to do for them at breakfast. Have you to get the hot water?—We have to make their tea for them and toast.

1781. Do you ever have anything to fry for them?—No; sometimes we have eggs to do and porridge.

1782. Have you to be attending on them all the time of their breakfasts?—Yes; and then we are trying to get ours too.

1783. How soon do you get away from their breakfast?—Half-past nine.

1784. What do you do then?—We go into school.

1785. How long do you stay in school?—Till twelve.

1786. Do you never get out before?—Sometimes we come out only just for a minute or two.

1787. The work is enough to keep you in till near twelve?—Yes.

1788. What do you do at twelve o'clock?—We go to singing sometimes on Mondays. Sometimes it is not singing. Singing is only on Mondays and Thursdays.

1789. What do you do on other days?—Play football.

1790. Who do you play at football with. Do you play at football amongst yourselves, or with the bigger boys?—With the bigger boys.

1791. Do you mean you take part in the game just the same as a bigger boy does?—Yes.

1792. Are you required to go?—No.

1793. If you said you would rather not go, would you be allowed not to go?—Yes.

1794. (*Mr. Thompson.*) You are not fagged for games at all?—We are on half-holidays.

1795. (*Lord Lyttelton.*) How many half-holidays are there in the week?—Two; but then we go out on Saturday.

1796. You go home?—Yes.

1797. And then there is one other half-holiday?—Yes.

1798. Do you mean that on that other half-holiday you are obliged to play at football?—Yes; if they do not have a match with any other school.

1799. On other days might you do what you liked at twelve o'clock?—Sometimes we are fagging for them; in cricket quarter we have to fag at cricket.

1800. What do you do at cricket fagging?—We have to stop balls for them.

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1801. Are all you boys employed at that?—Yes.

1802. Do you do anything else; do you bowl?—No.

1803. You do not play in the game, but only help; you do not play at all?—No.

1804. You have to fag for them after twelve only?—From twelve to one.

1805. Is that the only time that you have to fag at cricket?—Sometimes they make us do so after four, but very seldom.

1806. You play cricket yourself?—Yes.

1807. What time have you to play by yourselves?—After four.

1808. You have plenty of time after four to play?—Yes.

1809. And at one have you time to play?—We do not come out from dinner till half-past one, and we do not have time then.

1810. Dinner is at one, is it?—Yes.

1811. But in the winter there is no cricket, and you are not required to play at football. What have you to do at twelve o'clock; can you do what you like?—Yes.

1812. What do you do after dinner?—We play at football sometimes.

1813. What comes next after dinner?—School at two o'clock.

1814. How long do you stay in school?—Till four.

1815. In the winter, what do you do at four o'clock?—Play at football again.

1816. Then you play by yourselves; or do you play with the big boys too?—Yes.

1817. But voluntarily, except on the half-holiday?—Yes.

1818. How long does it go on at four o'clock?—Till when we are locked up.

1819. When is that?—It changes according to when it is light.

1820. What is the earliest time you are locked up?—Five o'clock.

1821. What do you do when you are locked up at five o'clock?—We go and do our work and fag; we have to fag.

1822. What fagging have you to do at five o'clock?—We have to do things for them. We have to go to their studies and get books for them.

1823. How long after five o'clock are you liable to this fagging?—Till we go to bed.

1824. What happens after five o'clock. Is there not tea?—Yes, at seven o'clock.

1825. Have you to wait upon them at tea?—Yes.

1826. When do you get your own tea?—It is the same as in the morning.

1827. (*Mr. Twisleton.*) It is milk, and not tea?—Milk.

1828. (*Lord Lyttelton.*) Is it after the big boys, or before them?—Both, I think.

1829. Whenever you can?—Yes.

1830. Is it put ready for you at seven o'clock?—Yes.

1831. Do you get it before sometimes?—No, we are not allowed to go in before.

1832. When do you get away from your master's tea?—About eight o'clock.

1833. After eight you go to bed; at what o'clock do you go to bed?—At nine o'clock.

1834. Between five and nine there is fagging and there is tea, but the rest of the time you have to yourself for you to do your work in?—Yes.

1835. You go to bed at nine?—Yes.

1836. There are two kinds of fags, are there not; one called "fire-fag" and the other called "cocks-fag?"—Yes.

1837. Have you been both those?—Yes.

1838. What is the fire-fag; why is he called the fire-fag?—He has to keep up the fires in the daytime.

1839. How many fires?—I have to keep up one fire and another boy has to keep up two others.

1840. There are three fires altogether?—Yes.

1841. (*Mr. Thompson.*) Where are they?—One is in the room for the small boys, and two are in the hall.

1842. (*Lord Lyttelton.*) Two in the hall and one in the writing-school?—Yes.

1843. You do not light them in the morning?—No.

1844. They are lighted by a man called the "school groom?"—Yes.

1845. And he brings the coals. Do you find them lighted when you get up?—Generally.

1846. Have you to keep them up during the whole of the day?—Yes.

1847. Where are the coals?—They are given to us at times by the school groom.

1848. Have you to fetch them?—No, the school groom gives them out.

1849. How does he give them out?—He puts them out in a place for us.

1850. What do you fetch them in?—In a coal scuttle.

1851. Are you expected to keep those fires in through the night?—No, not through the night.

1852. I do not mean you have to be up to do it; but do you make it up just before going to bed?—No; we do not make it up, we poke it and make it all right for the hot water.

1853. The hot water for the big boys?—Yes.

1854. When do they want their hot water?—In the morning.

1855. But how can this fire be of any use for hot water in the morning; does it not go out in the night?—Yes; but it keeps the water hot till the morning.

1856. (*Mr. Twisleton.*) How many hours are there between the time that you leave it and poke it for the last time and the time that the water is still hot for the prefects?—It is from nine till seven in the morning.

1857. (*Lord Lyttelton.*) From nine o'clock in the evening till seven o'clock next morning?—Yes.

1858. (*Mr. Twisleton.*) Do you mean to say that the water is kept warm from nine in the evening till seven in the morning?—Yes; it is quite hot.

1859. (*Sir S. Northcote.*) Have you a particular way of making up the fire the last thing at night?—No.

1860. (*Lord Lyttelton.*) It is a very large fire, like a great kitchen fire?—Yes.

1861. (*Mr. Vaughan.*) Is the water in a boiler by the side of the fire?—Yes; at least it is behind the fire.

1862. So that it is kept in directly by the heat in the fire at the side of it?—Yes.

1863. (*Lord Lyttelton.*) I understand you have the charge of one fire during the whole of the day?—Yes.

1864. How often do you go to your fire in the course of the day?—About six times.

1865. Is that what the fire-fag does?—Yes.

1866. (*Mr. Vaughan.*) What distance is the place where the coals are put out from the fire on which you have to put the coals as fire fag?—About twenty yards.

1867. How much coal will the fire take at one putting on of coal?—Half a scuttle.

1868. Have you to go up stairs at all?—No.

1869. What are the sizes of the coal; is it the common London coal broken up or in large masses?—Sometimes one and sometimes the other.

1870. Have you to lift it into the scuttle yourself?—It is in the scuttle.

1871. It is put out in the scuttle?—Yes.

1872. You have only to carry the scuttle?—Yes.

1873. What size is the scuttle; is it the size of a common scuttle at home, or a very large scuttle?—Yes, it is a very large scuttle.

1874. Is it much larger than that (*a scuttle of the ordinary size in the room*)?—Yes.

1875. Twice as large?—Three times as large, I think.

1876. How were you able to drag that scuttle twenty yards two years ago?—I have only had it this last half year.

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1877. Do you find it a great exertion?—Rather.

1878. Have you ever strained your wrist with it?—No.

1879. Have you ever tumbled down with it?—No.

1880. Do you find it a difficult thing to carry up?—I get somebody to help me.

1881. Who does that, is it some other boy, the same size as yourself?—Yes.

1882. (*Lord Lyttelton.*) Do you draw it along?—We carry it.

1883. Do you lift it up?—Yes.

1884. (*Mr. Vaughan.*) Can you carry it yourself. Could you take it 20 yards yourself in your hands, and walk with it without resting, or in any way?—No.

1885. It depends entirely on whether you get anybody to assist you, whether you can do it or not?—Yes.

1886. Is there any boy who is appointed to assist you, or do you find a friend to help you?—I generally find the other fire-fag.

1887. One takes one side of the handle, and the other the other?—Yes.

1888. How do you get it up to the fire?—We lift it up.

1889. Do you lift it up, or do you pitch it on to the fire?—We get it up, and rest it there for a little time, and then put the coal on.

1890. You lift it up to the bars?—Yes.

1891. Is not that a great exertion?—It is rather; but sometimes I get one of the stronger boys to put them on.

1892. In fact, if you could not get assistance, could you do it without straining yourself?—I do not know, I am sure; perhaps I might be able to.

1893. Do you think you could anything like lift a scuttle three times the size of that, up to the top of the bars of the fire by yourself?—I think so.

1894. Six times a day?—We only put it on three times.

1895. Three times a day you have to fetch that scuttle?—Yes.

1896. I suppose you get to calculate pretty exactly when the fire will want renewing?—Yes.

1897. How often has the same boy to do this work?—We only have to do it for a year.

1898. (*Lord Lyttelton.*) You are fire-fag for a year?—Yes.

1899. Are you not fire-fag now?—Yes.

1900. (*Mr. Vaughan.*) Does this work come every day, do you mean?—Yes.

1901. (*Mr. Twisleton.*) There is one other fire-fag?—Yes.

1902. Is he fire-fag the whole day?—Yes.

1903. So that in fact, in regard to this coal scuttle, it is not a duty imposed on you alone?—No.

1904. (*Sir S. Northcote.*) The other fire-fag has two other fires to attend to?—Yes.

1905. (*Mr. Vaughan.*) Are you appointed to attend that fire, and the other boy to attend the others, and then do you make a private arrangement to assist each other?—I generally take half the coals, and then he is able to take the other half himself.

1906. You take half his coals, and then he takes half of yours?—Yes.

1907. Your work then comes six times a day; because if he helps you and you help him, it saves you some of the trouble of carrying the coals, but makes you carry the coals to the two fires instead of to one?—Yes, sometimes.

1908. So that that would be six times a day you have to attend to the coals?—Yes.

1909. Did you not say it took half a scuttle?—Yes; we only have a scuttle half full three times a day.

1910. Do you mean to say that you generally have to fetch the scuttle to the same fire three times a day?—Three times.

1911. And then that scuttle of coals will serve two dressings of the same fire?—Yes; but then I take half the coals, and then the other boy takes the other half of the coals in the scuttle.

1912. For two fires, not for one fire?—No.

1913. (*Lord Lyttelton.*) Your fire is in the writing school?—Yes.

1914. That is the great fire; the others are small?—Yes.

1915. (*Sir S. Northcote.*) Then each time the coal scuttle is full, and brought in full, it dresses the writing school and the two other fires?—Yes.

1916. And three times in the day that has to be done?—Yes.

1917. So that your fire, the big fire, gets three half coal scuttles, and the other two fires get three half coal scuttles between them?—Yes.

1918. (*Lord Lyttelton.*) Do the masters require you to do these things?—Well, we are obliged to do them.

1919. Suppose you did not do them, what would happen: Would the masters punish you for not doing them?—Yes, they might.

1920. Do you expect they would?—Yes.

1921. (*Mr. Vaughan.*) Did you ever happen to let the fire go a little too low before putting on the coals; did that never happen?—Yes.

1922. What notice is taken if the fire goes out in consequence?—We never let it out.

1923. (*Mr. Twisleton.*) But if you let it fall too low what happens?—They do not mind so long as it does not go out.

1924. Have you, as a matter of fact, ever been punished for not keeping up the fire properly?—Not for not keeping up the fire; I have for the hot water.

1925. In what way have you been punished on account of the hot water?—I have been hit.

1926. (*Sir S. Northcote.*) Will you explain what you mean by being punished for hot water; do you mean for its not being hot enough?—Yes.

1927. (*Mr. Vaughan.*) How could you have helped it if the water were not hot enough in the morning; what could you have done to keep it hot?—I do not know; I always do the same every night.

1928. So that whenever the water is not hot in the morning, it is not from any particular fault of yours, but that the fire does not last long enough to heat it?—I think so.

1929. Are you aware whether on the nights on which the water has not been hot that you took less pains with putting the fire to rights the night before?—No.

1930. In fact were you not punished where you had been guilty of no fault?—I have never been punished in the morning, I have between times.

1931. Will you explain about the hot water. I understood you to say you had not been punished for the fires, but for the hot water; and then I asked you whether you had done anything to prevent the fire keeping the water as hot as usual, and you said, "no;" and upon that I wish to know whether it was or was not the case that you had been punished without having committed any fault with regard to the hot water?—Then they have water at dinner and tea.

1932. You mean then that at other times, and not in the morning, you have been punished for it?—Yes.

1933. (*A Commissioner.*) You have not been punished for the water not being hot enough in the morning?—No.

1934. Where have you to take that water in the morning to the boys?—The water is in the room where they wash.

1935. Have you to take it to their wash-hand stand?—Yes.

1936. And you always found that water hot enough?—Yes.

1937. How far have you to carry the hot water to the boys who wash in the morning?—It is just across the room, about two yards.

1938. You carry it in a jug I suppose?—In a sort of can.

1939. (*Lord Lyttelton.*) Have you ever felt tired at the end of the day, from the work about the fire?—Not the fire only.

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1940. Have you to keep up this fire in the same way in the summer as in the winter?—No, in one quarter we do not have it at all.

1941. Do they do without hot water in the morning for washing in summer?—Yes.

1942. Have you ever suffered from the heat of it?—No.

1943. (*Mr. Thompson.*) Do any of the boys shave?—I do not think so.

1944. (*Mr. Twisleton.*) In this other case when you were punished on account of the hot water, what had been your negligence?—I do not know. I suppose it was because the water will not get hot sometimes. There is a little place behind the fire where the flames have to be drawn under and it makes the water hot there; sometimes the coals get back into it and then the water will not get hot.

1945. (*Mr. Vaughan.*) Was this a case where the hot water was required for breakfast and tea?—Yes, and dinner also.

1946. How do they require hot water for dinner?—They wash their hands.

1947. You do not provide the hot water for tea, do you?—Yes.

1948. Am I wrong in this—I understand that the tea is made over the fire, at the Charterhouse, in a large metal teapot; is that the case?—No, they all have different teapots.

1949. (*Mr. Twisleton.*) Then for breakfast the hot water is required solely for the tea?—The butler has to supply the water for the tea; the water I have to get for the breakfast is for washing.

1950. For washing only?—Yes.

1951. And for dinner it is for washing only?—Yes.

1952. At tea time is it for washing only?—That is all.

1953. When you were thrashed on account of the water not being hot enough, how were you punished?—I was hit.

1954. With the hand or with a stick?—With the hand.

1955. You had a box on the ear?—Yes.

1956. How many boxes on the ear?—I do not know.

1957. Four, two, or three?—About three.

1958. (*Mr. Vaughan.*) Did it knock you down?—No; hits on the back also.

1959. (*Mr. Twisleton.*) With the fists?—With the fists.

1960. In addition to the three boxes on the ear?—Yes.

1961. How many blows on your back, do you think?—I do not know.

1962. Two, three, or four?—About nine, I think.

1963. (*Mr. Thompson.*) It was a thorough good thrashing?—I do not think it mattered.

1964. How often have you had a thrashing for this offence?—About three times.

1965. (*Sir S. Northcote.*) But then you have been rather careless in putting the coals on upon those occasions, have you not?—No.

1966. Did not the coals get to this back part?—No; I think the boys poked the fire and let it back.

1967. (*Mr. Twisleton.*) Did you think you had been neglectful about the fire?—I know I had not the boiler is not big enough for the water.

1968. But then on other occasions the water had been hot?—Yes; but then it had not been used out of the boiler.

1969. (*Lord Lyttelton.*) Will you tell me what the cocks-fags do—do you know why they are called cocks-fags?—No; I do not know at all.

1970. What have they to do?—They have to clean out the basins.

1971. Of all the uppers?—Yes; there are eight basins that we always wash in.

1972. Have you ever been a cocks-fag?—Yes.

1973. You are that now?—Yes.

1974. As well as fire-fag?—Yes.

1975. How long have you been a cocks-fag?—About a year, I think.

1976. How long does that go on?—A week.

1977. The fire-fag can only go on for a twelvemonth?—That is all.

1978. When shall you get away from being a cocks-fag?—When more fags come.

1979. There is no necessary limit of time?—No.

1980. There is a cocks-fag as long as it is wanted?—Yes.

1981. How many basins have you to clean?—I have to clean three, and there are other cocks-fags besides me.

1982. How often a day?—Four times a day.

1983. You have to get them ready with this hot water in the morning. What have you to do about towels?—You have to dry their towels.

1984. How do you get towels?—They are put on their beds in the morning.

1985. Are there always enough?—We have to get towels sometimes.

1986. You get them as you can?—Yes.

1987. (*Mr. Thompson.*) How many towels are allowed a week to each boy?—Three.

1989. Do they get lost or spoiled?—Yes, they drop them on the ground, and they get dirtied.

1990. What else have you to do. Have you to wash the combs and brushes?—Yes, we have to wash the brushes sometimes.

1991. Every day?—No.

1992. Whenever they choose?—Yes.

1993. Do you call these upper boys monitors?—The four head ones are the monitors.

1994. You said just now the turn comes round about every week; how many cocks-fags are there?—Three.

1995. You have it every third week, have you?—Yes.

1996. Do you mean there is only one cocks fag a week at one time?—No, three at one time. Then there are different sets.

1997. There are three at work every week?—Yes.

1998. What have you to do in the evenings for the monitors, have you to fetch their baths?—We have to ask them if they want a bath, or a towel.

1999. If they do, you have to fetch it?—Yes.

2000. You have to do this work for them in the morning, and in the evening?—Yes.

2001. Is that all you have to do as cocks fags?—We have to do it at breakfast.

2002. What have you to do at breakfast?—We have to do the same.

2003. Is that as cocks-fag you do that?—Yes.

2004. Have you to wash out the things?—We have to wash out the basins for them.

2005. At breakfast I mean?—Yes.

2006. And have it ready again in the evening?—Yes.

2007. (*Mr. Vaughan.*) What basins do you mean you have to wash out for breakfast?—Eight of the head ones have a certain basin, and then we have to clean it out for them.

2008. Do you mean slop basins?—Basins that you have to pull up something, and then all the water runs out—they are fixed basins.

2009. Have you to prepare this hot water whether it is used or not?—Yes.

2010. Does it often lie in the basin unused after you have prepared it?—They always use it.

2011. (*Lord Lyttelton.*) Does this fire-fag and cocks-fag work prevent your preparing your work properly for the school?—No.

2012. There are particular things you have to do, or are you liable to fag in a general way at other times?—Yes.

2013. Do the "uppers," as you call them, often send you on messages?—Yes.

2014. If an upper in the house wants a fag, what does he call out?—"Fag."

2015. There are about 12 of you liable; have you all to go?—Only one, the lowest.

2016. How does he know whether he is the lowest?

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Suppose the lowest is out of the way, would the next above him have to go?—Yes.

2017. He knows he is the lowest?—Yes. He has to look about the room to see whether the one below him is in the room, and if not then he has to go.

2018. Are you often sent about in that way?—Yes.

2019. Do you not find any of the fagging at all interfere with the work you have to do?—Sometimes it does.

2020. (*Mr. Twisleton.*) What form are you in now?—The third.

2021. In the third form there are some boys who are not on the foundation?—Yes.

2022. As compared with those boys, do you find that you have less time to become acquainted with your lessons than they have?—Yes.

2023. Do you find yourself at any disadvantage, in comparison with them, on that account?—Sometimes.

2024. (*Lord Lyttelton.*) How many masters can you have. You are fag to one particular master?—At tea time and at breakfast.

2025. And for calling, are you not?—Yes; then we change as to the calling.

2026. Have you ever more masters than one?—Yes, sometimes.

2027. How many?—Two.

2028. For whom you have to do all the same work?—Yes; sometimes we do not have to do the same for them as for the others.

2029. (*Mr. Twisleton.*) Were you at any school before you went to the Charterhouse?—Yes.

2030. At a private school?—Yes, two or three schools.

2031. At the last one how long were you?—I think two years.

2032. How many boys were there there?—70 or 80.

2033. Was there any fagging there?—No.

2034. Had you more time to learn your lessons, or less time than at Charterhouse?—More, I think.

2035. Was there any bullying at that school?—No.

2036. Were there any big boys in it?—No, not many.

2037. How old were the biggest boys?—I should not think more than 18 or 20.

2038. Those big boys did not bully you?—No.

2039. So that, as far as the bullying goes at Charterhouse, or at your private school, you do not find that the system of fagging has preserved you from bullying. Have you been bullied less or more at Charterhouse than at your private school?—I do not think I am bullied at all there.

2040. Separately from the fagging you have not been bullied at all there?—No.

2041. And you were not bullied at the private school?—No.

2042. (*Mr. Vaughan.*) You say you play at football because you like it sometimes?—Yes.

2043. Are there big boys playing in that game with you?—Yes.

2044. What part can you take in a game at foot-ball in which there are very big boys playing?—We have to get along how we can.

2045. Can you get a good kick at the ball often?—Sometimes we can.

2046. With regard to cricket, can you often really play at cricket; have you enough time at Charterhouse to have a game of cricket with your friends of the same size as yourself?—Yes.

2047. Taking the bat and having them bowl to you?—Yes.

2048. Have you matches in your own form?—Yes.

2049. With boys in the same part of the school?—Yes.

2050. And you have an opportunity of doing that?—Yes.

2051. Is there room in the Charterhouse playground for the matches of the little boys as well as of the big boys?—Yes.

2052. Do they go on together at the same time?—There are two places, one for big boys and one for little boys.

2053. In the same field?—A sort of place they call "green."

2054. (*Mr. Thompson.*) Does the ball ever go over the wall?—Sometimes.

2055. What is done in that case?—We cry out for it, and it is thrown back again.

2056. The people on the other side throw it back?—Yes.

2057. (*Mr. Vaughan.*) How often in the week can you play in that way—take a part in the whole game, as you do in the matches you speak of?—Of an afternoon generally, after four.

2058. How often in the week would you be able to do that?—Every day, I think.

2059. How long to play?—Till we are locked in.

2060. (*Mr. Twisleton.*) And at four the big boys have their own game at cricket?—Yes, by themselves.

2061. (*Sir S. Northcote.*) Is there any fighting in the school; do boys ever fight?—Very seldom.

2062. They do sometimes?—Yes.

2063. Have they a regular stand-up fight and a ring?—Yes; but then they have to ask the monitors first.

2064. (*Mr. Vaughan.*) What does the monitors' leave depend upon?—Whether you have got a good reason.

2065. Have you ever known a fight refused?—Yes.

2066. For what kind of reason would they refuse. Do not give us any names; but can you tell what kind of reason is thought insufficient?

2067. Do you recollect what the causes of the fights which you have seen were?—No, I do not recollect.

2068. (*Mr. Thompson.*) Did you ever see a fight?—Yes.

2069. How many have you seen?—About seven or eight.

2070. (*Mr. Twisleton.*) In two years?—Yes.

2071. (*Mr. Vaughan.*) How long did they last?—Only a quarter of an hour.

2072. Striking anywhere, I suppose?—Yes.

2073. And with seconds?—The monitors would be their seconds.

2704. Is that the practice of the school?—Yes.

2075. Were those fights put a stop to, or did one boy give in?—They gave in, and if one is getting too bad, perhaps the monitor would make them stop.

2076. He would think it part of his duty to stop it after a certain time, would he?—Yes.

2077. Or if he saw a boy was either severely injured or punished too much, would he then say, "It is time to give this up"?—Yes.

2078. Have you seen that done?—Yes.

2079. (*Mr. Twisleton.*) How many years longer are you likely to be fagged?—Only another year.

2080. (*Lord Lyttelton.*) Shall you go on being cocks-fag all that time?—I do not know.

2081. But you will not be fire-fag; that cannot be more than a year?—No.

2082. (*Sir S. Northcote.*) What part of the fagging is the most disliked; what is thought the hardest part; can you say that one part is harder than another?—I do not think so.

2083. Is the fire fagging, or the having to answer the call of "fag," or the fagging at games, or what part, thought the hardest part, or is one part thought harder than another?—No, I do not think so, except the fire fagging; they think that is hard.

2084. That is thought the hardest part?—Yes.

2085. (*Lord Lyttelton.*) If you could do away with any one part of the fagging, what would you do away with?—I think the fire-fagging.

2086. (*Sir S. Northcote.*) How are the fire-fags chosen, does it come to every boy in turn?—No, it is whoever they like to tell.

2087. The monitors?—Yes, they generally tell the strongest boy.

2088. Do some boys go through the school without ever having been fire-fag?—Yes.

2089. If the monitor wants to favour a boy he would not make him fire-fag?—Yes, if he was strong enough.

2090. (*Mr. Twisleton.*) It has not practically been done, as far as you have perceived, from favouritism?—No, not at all.

2091. Did they appoint you because they thought you were strong?—No, but because I was next.

2092. (*Lord Lyttelton.*) You have known some who have never been fire fags?—Yes.

2093. On what account have they got off?—Because another boy in their form has been stronger.

2094. (*Sir S. Northcote.*) Have you ever known a monitor's brother made fire fag. Would not a boy be let off because he was a brother or a friend?—No.

2095. (*Mr. Twisleton.*) After you are locked up in the evening is there any time that a fag is free from the liability to be fagged?—No.

2096. He never would be certain for an hour, if he had to write verses or anything of that kind, that he would not be called upon to fag?—No.

2097. (*Sir S. Northcote.*) When once he has gone to bed there is no calling him up again?—No.

2098. (*Mr. Twisleton.*) I understand from you that it is not the practice for the fags to call the monitors earlier than the usual time; not before seven?—We call the monitors at a quarter to seven always, but not the others.

2099. (*Lord Lyttelton.*) You call them as soon as you are called yourself?—Yes.

2100. And never earlier than a quarter to seven?—No.

2101. (*Mr. Twisleton.*) You never have to call them at five and six?—No; we cannot do that because we are locked up.

2102. (*Mr. Thompson.*) You are in bed nearly nine hours?—Yes.

2103. (*Mr. Vaughan.*) Have you not a key inside the room where you are locked in?—No.

2104. (*Lord Lyttelton.*) What sort of things are they that an upper boy can send a lower boy to do. Can he go out into the town?—No.

2105. What sort of things does he give him to do?—He would tell him to go and take a message to another boy.

2106. It is all work within the school itself, is it?—Yes.

2107. Would you have to go and get a book for him, and that sort of thing?—Yes.

2108. (*Mr. Twisleton.*) From the time you are locked in have you anything to do with any of the masters?—Sometimes, between eight and nine, the masters take some of the boys up to help them with their work a little if they cannot get on.

2109. But otherwise, there is no master present with the boys from the time of lock up, and the boys are by themselves?—Yes.

2110. (*Sir S. Northcote.*) Is there any organized system of punishment. What punishments are there besides hitting a boy with the fists?—If you do anything very bad the monitors are allowed to cane you.

2111. (*Lord Lyttelton.*) They are allowed canes, are they?—Yes.

2112. Only the four monitors?—Yes.

2113. It is only they who can cane?—That is all.

2114. Have you ever seen it done?—Yes.

2115. (*Sir S. Northcote.*) For what sort of things do they cane boys?—They can do so for bullying.

2116. What sort of caning, on the back or on the hand?—On the back and hand too.

2117. How often would they be struck with the cane?—About 12 times.

2118. (*Sir S. Northcote.*) Is it worse than a flogging in school?—Yes.

2119. (*Mr. Thompson.*) The monitors are all gown boys?—There are some monitors in the other houses.

2120. (*Lord Lyttelton.*) Has it ever happened to you to go through a whole day without having any fagging to do except the fixed fagging?—No, never.

2121. You always have some of this general fagging?—Yes.

2122. (*Mr. Thompson.*) Have you to run much out of college to get things for the boys?—We are not allowed to go out of the walls.

2123. (*Lord Lyttelton.*) A boy could not send you out—he would not venture to do it?—No.

2124. How often would it happen to you in the day to be sent about in this sort of way; a dozen times?—Yes.

2125. A good many more than that, or what?—Perhaps the lowest has that, but then those who are higher up have about six times.

2126. A dozen would be as much as it is?—More than that sometimes.

2127. Twenty times?—Not so much as that; about sixteen, perhaps.

2128. (*Sir S. Northcote.*) Do you often get very tired at the end of the day?—I used to when I was lowest.

2129. Because you had so much answering "fag" to do?—Yes.

2130. How long were you lowest?—For a quarter.

2131. (*Mr. Thompson.*) Did you wish yourself back at your old school?—Yes.

2132. For how long did that last?—Till I got away.

2133. And now you do not wish that?—No.

2134. Would you rather be at Charterhouse than at Cheltenham?—Yes.

2135. (*Mr. Vaughan.*) Do you like the milk tea?—Yes.

2136. (*Mr. Thompson.*) You do not complain of any of the food, I suppose?—Sometimes the butter is not so good.

2137. (*Sir S. Northcote.*) How is the beer?—It is not very good.

2138. (*Mr. Vaughan.*) It is not very strong, I suppose?—No.

2139. Is it sour?—I do not know, but it is not very good.

2140. (*Sir S. Northcote.*) Do many of the boys drink it?—Yes.

2141. Do you drink it?—Sometimes.

2142. (*Mr. Thompson.*) Is the water good?—Yes.

2143. (*Mr. Vaughan.*) You do not think you felt tired at all, because you had not enough to eat in the day?—I do not think so.

2144. Do you think you have quite enough to eat in the day?—Yes.

2145. (*Sir S. Northcote.*) Do the boys generally wish Charterhouse to be moved into the country, or would they like it to stay where it is?—They would like it to stay where it is.

2146. Why?—They think it could not be got up so well in the country.

2147. (*Mr. Thompson.*) You think on the whole it is tolerably jolly?—Yes.

2148. You do not want to leave?—No.

2149. (*Mr. Twisleton.*) Have the monitors the right of fagging boys not on the foundation?—Yes.

2150. Only as the boys on the foundation are not locked up with them, they are not fagged after five o'clock at night?—No.

2151. (*Sir S. Northcote.*) Which do you think are the best off, the boys on the foundation or the others?—Those on the foundation, I think.

2152. (*Mr. Twisleton.*) Are the boys not on the foundation fagged as much?—No.

2153. (*Mr. Thompson.*) Which are thought the greatest swells, those not on the foundation or the gown boys?—The gown boys.

2154. You would not change for the others, you would not like to be a town boy, would you?—No.

2155. Do you think town boys generally would like to go into gown boys?—Some do, and some do not.

2156. (*Lord Lyttelton.*) Who flogs at Charterhouse?—Mr. Elwyn.

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2157. You have never known anybody else flog?—Only when Mr. Elwyn is not well.

2158. Does he flog every day, do you suppose?—Not so often as that.

2159. How often in a week do you think generally he does so?—About twice or three times a week.

2160. (*Mr. Thompson.*) Is it easy to go through the school without getting flogged?—Yes; many boys do.

2161. (*Lord Lyttelton.*) When is a boy flogged? Is he flogged when his name has been down a certain number of times in a book?—Yes.

2162. What do you call that book?—The black book.

2163. How often does it require to be down?—Three times.

2164. When your name is down three times you are flogged?—Yes,

2165. Who puts your names down, any of the masters?—Yes.

2166. Does it remain there all the time. If it is a long time afterwards, still does that one count?—No; it is only when it is three times in the week.

2167. It is only when it is three times in one week?—Yes.

2168. You always expect to be flogged then?—Yes.

2169. But you may be flogged for less than that?—No.

2170. Do you mean that is so, however bad an offence a boy might commit?—They put you down—one, two, three.

2171. The master does as he likes about that; he may put it down once, twice, or three times?—He puts down the number of times he likes.

2172. Has it been the case ever since you have been there, that it is only the head master who flogs?—Yes.

2173. (*Mr. Thompson.*) Is it thought a very severe punishment?—No.

2174. Is it very much dreaded?—No.

2175. (*Mr. Twisleton.*) The ordinary number of cuts is six?—Yes.

2176. Is it with a birch?—Yes.

2177. (*Mr. Vaughan.*) How does the master always know whether the name of a boy has been down twice in the book before; does he search the book through, or how does he know?—If it is down before, the first time they put 1 up against it, the second time 2, and the third time 3.

2178. (*Lord Lyttelton.*) Has the monitor to look out for that?—Yes, he has to take the book round at 12 o'clock.

2179. Is it called the monitor's book sometimes, or the black book; is it the same thing?—Yes.

2180. How often have you known a boy flogged in one half?—Four times, I think.

2181. Do you think that the dress which you have is comfortable?—Yes.

2182. Is it not too warm in the summer?—It is very warm in the summer.

2183. (*Mr. Vaughan.*) The dress you have on now is not the dress which you wear there?—No.

2184. (*Mr. Thompson.*) That is your holiday dress?—Yes.

2185. (*Mr. Vaughan.*) You are never allowed to go out with your school dress, are you?—No.

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ANALYSIS OF THE EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refers to the Numbers of the Questions in the Minutes of Evidence.]

BRODIE, ROBERT, Esq., page 53.

Was nearly 10 years at Charterhouse School, then went to Balliol for two terms, and is now in his third year at Trinity, where he obtained a scholarship; 1505–1510. Was on the Foundation at Charterhouse; the Foundation boys and the boarders met on an equality; there was no jealousy or rivalry, nor any distinction, except the gown; 1511–1515. There were four monitors on the Foundation, the four seniors; some of the senior boys in the Masters' houses were also monitors; one of the monitors every week had to keep order in the School and look after the punishment, the flogging, that is, to hand the rod to the executioner, generally the Head Master; never heard that flogging was considered to be excessive at the Charterhouse; a book is kept by the school monitor, and if a master wished a boy to be flogged he put his name down in that book, and the third time he was flogged; if there was any doubt about his being flogged, the master would consult the Head Master; this worked very well, and the boys never thought it an injustice; the flogging did not vary much; 1516–1537. At present monitors have only power of thrashing with the fist; Dr. Saunders gave them canes, with full power to use them; but Dr. Elder entirely prohibited them; the monitor would generally have the boy up and examine him about the offence, but if he caught him in it he would thrash him; the monitors seldom put a boy down to be flogged or otherwise punished; they would report to the Head Master; 1538–1543. The power of the monitors was supported by the public opinion of the school; there was no complaint against it; 1544–1546. Drinking and immorality varied at Charterhouse; on two or three occasions in his time it came to a crisis and was stopped; drinking would be confined to a set, and public opinion was against it; 1547–1550. Gambling was not carried on to excess; monitors would put down gambling, or bad language, or immorality of any kind, and not be thought worse of in the school; 1551–1554. Fagging; no boy, even in the Sixth Form, acquired a right to fag; the privilege was conferred by the Head Master, and would be withdrawn on abuse; 1555–1561. Invested with this power a head boy could order any one below a certain form to do almost anything; thinks the system was not particularly abused at Charterhouse; the fags were not unhappy; was fag himself for five years out of ten; had to prepare his fag master's breakfast, make his tea and toast; when "fire fag" had to keep up the house fire, when "cock's fag" to attend to the lavatory; had to brush his master's boots, not clean them; had to dry the towel for his master, or crib one from some one else, wash his combs and brushes, clean out his washstand; having so much to do, however, did not much interfere with his reading; 1562–1595. Fagging for those who had not obtained the privilege from the Masters, if carried to any extent, was regarded as bullying, and stopped by the monitors; did not think the fagging at Charterhouse was incessant or harder than elsewhere, certainly not harder than at Winchester; 1596–1601. Does not think that fagging is injurious to the faggors; 1602, 1603. A master considers himself bound to protect his fag from being bullied by others; 1604, 1605. The rooms at Charterhouse are very good; 1606–1608. The meals were ample and good, but the boys would have liked meat for supper; sometimes they had meat for breakfast sent from home; 1609–1615. Describes mode of spending Sunday; used to walk about or read, receive religious instruction in Greek Testament; 1616–1619. Instruction in divinity prepared on Sunday and given on Monday and other times; 1620–1623. The Head Master gave lectures and instruction on confirmation during Lent; and it was customary for boys after confirmation to receive the Holy Communion, but nothing he believes was compulsory; 1624–1634. Only those boys whose parents wished it had private tutors; the tutor would be one of the Masters, and would charge extra; the subject of the private instruction might or might not be school work; 1635–1644. The boys at Charterhouse would work from different motives; the school prizes were much valued; much notice was taken of prizes gained by the Charterhouse boys at the Universities; there was a half-holiday in consequence; 1645–1651. Used to learn French and had a fair general acquaintance with it; there were book rewards; the study was obligatory on the Foundation to a certain time; it was quite apart from form work; when he left he could read an average easy French book and a French newspaper, but could not hold a conversation very well; 1652–1663. The boys learned history and geography once a week; the history would be Roman or Greek, or modern, nothing later than the French Revolution or the English Revolution; this was part of the regular form work; geography was taught in connexion with history; 1664–1671. Mathematics compulsory; boys would go to conic sections; his own progress was short of conic sections; 1672–1675. A boy could get private instruction in mathematics, and not as an extra; 1679–1682. In his time no attention was paid to natural science; now there is a chemical lecturer who is popular and successful; 1676–1679. There was a great deal of private reading at Charterhouse in general literature; 1683–1685. There was also a good deal of cricket; 1686–1688. Charterhouse men are as much looked up to at Oxford and as much distinguished as those from any other public school; 1689–1691. Does not see what could be done at Charterhouse by way of improvement; 1694, 1695. The habits of the boys were not extravagant; 1703. The clothing was complete, except the waistcoat; it was made in the modern style and gave satisfaction; 1699–1705.

BRODIE, ROBERT, Esq.—*cont.*

ELWYN, REV. RICHARD, M.A., page 3.

Has been Schoolmaster of Charterhouse School for four years; 96. The Schoolmaster receives from the Foundation a salary eight times as large as that fixed by the first order of Governors; that increase was made at different times, the last in 1805; so with regard to the salary of the usher; salaries of the Master, Preacher, and other officers have been increased since that year; 1–4, and 21–23. The Governors provide those officers with houses, free of taxes except the income tax; also allow 4*l.* a year for coals; 5–9. Regulations as to the dinner, which is such as is provided at a college table at Oxford or Cambridge, with no stint as to wine; 10–20. Removal of Assistant Masters; 9 and 24. Stipend, &c., of Schoolmaster 244*l.* 19*s.* 8*d.*; 8. Details as to his income as well as incomes of other masters; 25, 81–82, and 91–95. Salaries, though small, induce men of ability, Charterhouse men, to come, but they do not stay long; 83–90, 96–114. More details as to Masters, their names and qualifications; 96–114. French, German, mathematical, and arithmetical Masters; 98–113. Proposed alteration in the School building; 26, 27. Decrease in the School; fluctuations; 28–29, 53–54, 65, 80, 115–118 Cause of the decrease; probably the strong feeling which prevailed against London schools joined with the recent establishment of many excellent schools in the country; some slight reaction seems to have set in in favour of London schools; thinks, however, the only remedy is the offer of scholarships or the removal of the School from London; 119–132. The boys are sons of clergymen, medical men, lawyers, and professional men; occasionally sons of tradesmen; 30–31, and 362–363. Boys admitted by the Master; 32–34. The old feeling against the day boys dying out; boarders and gown boys join in amusements, and are alike eligible to all the privileges of the School, of which they are capable; day boys, as well as boarders, monitors; mode of appointing them; 35–37, 40–53, 59–60, and 351–370. Details as to lessons of day boys; 56–60, and home work; 66–68. Does not think it desirable to increase the number of day boys; 38–39 and 76. Provisions as to dinners of the day boys; some live near the School and go home between 12 and 2, some dine or lunch with a clergyman in Charterhouse Square, others go somewhere to lunch; 61–64 and 69–74. Thinks the present site of the School favourable for a purely day school; but some of the boys have a long walk in the morning; 77, 78. The approaches; 79. The effectual remedy for the decrease in the School would be its removal to the country; obstacle to removal arising from connexion with pensioners; might be overcome; the removal would be very costly, but then the present site is of considerable value; 123–132, and 156. As Schoolmaster has a general superintendence over the studies and discipline of the School; should punish a scholar in the same way as a town boy, with this difference, that he could himself expel a town boy, but must bring the charge against a Foundation scholar before the Governors; remembers no instance of appeal; if there was any it

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ELWYN, Rev. RICHARD, M.A.—*cont.*

would be to the Governors; corporal punishment would be inflicted by the Second Master in the absence of the head; 131–138, and 154. One Master especially entrusted with the discipline; 141–143. Difference of opinion as to the right of the Schoolmaster to be consulted as to the use of the playground and other parts of the hospital, or as to repairs; that right denied by the Governors; although the statutes require the Head Master, *inter alia*, to see the boys "cleanly and whole-"some lodged," he was not consulted in the slightest degree with reference to the recently erected buildings; 139–158. (The subject reverted to in another examination; 195 and 226–228.) Evidence as to the "assembly" of the Governors, from which Schoolmaster is now excluded, though not formerly; 144–149.

Further examined, page 8.

Corrects his evidence with regard to fluctuations and decrease in the numbers at the School; 159, 160. Head Master exercises a general superintendence over the studies, conduct, and discipline of the School; has special charge of the Sixth Form, and examines one of the other forms every week, generally in rotation; 161–163. The statutes define his duties, one of which is to see the scholars seasonably dieted and cleanly and wholesomely lodged; has always considered it his duty to look particularly to the diet, but the Governors hold him not entitled to be consulted respecting the playground, or any alterations in the hospital, which would include the rooms in which the scholars live; he, however, is well acquainted with the diet, and believes that the boys leave the School in good health; in any question of health the medical man would be consulted; the boys who sit up after 9 have bread and butter and a glass of beer; have no meat for supper, except when a medical certificate that the boy required it came from the parents, and the medical officer of the School concurred; specially from his own experience as a Charterhouse boy nine years, and as a Master since, he believes that old Carthusians generally were satisfied, and he is himself satisfied with the present arrangements, including the beer and bread and butter after 9 o'clock; 194–214. As Head Master he appoints the monitors for the upper part of the School, generally in the order of their entry into the School; their duties; 164–167. Work of Assistant Masters and Second Master; 168–170. The Master does not interfere with the discipline or teaching, only with the economical government of the household, and the diet, clothing, and lodging of the Foundation boys; 171–174. Appointment and removal of the various Masters; 175–190 and 219–221. Head Master and Second Master must be Carthusians; it has always been so, but if the matter were *de novo* he would regret a limitation of that kind; 181, 182, and 188–190. According to the construction which has been placed on the statutes, Masters who have not been foundation scholars have no right to the benefices of which the Governors are patrons; this seems in accordance with the Charter of James I., but the limitation is abolished by the Charter of Charles I., which provides that the livings shall be given to those who do or have done actual service in the house; 191–193. Details of school work; 214–218. No provision for superannuation in the Charters; 222–223. Since 1748 the Schoolmaster has always been in holy orders; knows no statutable regulation to that effect; 224–225. A Foundation scholar receives his board and lodging and education gratuitously; the School charges against him are only for books, stationery, washing, and extras, such as drawing; if in the Sixth Form instruction in German would also be gratuitous; the scholar is also provided with clothes; formerly they wore an antique dress with knee breeches, now the dress is a modern black suit; he is also supplied with a school gown to wear in school, at dinner, and at prayers; on leaving the walls he wears his private clothing; linen is also given; total cost to scholar; 229–239, 250–251, and 255–257. If at the age of 18 a scholar passes an examination, not competitive, but sufficiently satisfactory to enable him, in the judgment of the examiners, to pass his matriculation, he receives an exhibition of 80*l.* a year for four years at any college in either University; the examination, though a low one, is a reality, and the examiners are appointed by the Archbishop of Canterbury; favourably regards competitive examinations; 240–249, 258–263 and 265–268. There is an examination previous to admission to Charterhouse, but it is of the most elementary character; 269, and 285–292. Foundation scholars excluded from the pecuniary value of the Talbot Exhibition, which is for two years, not from the medal; 252–254. In consequence of an increase in the funds of the School the Governors contemplate increasing the number of the Foundation scholars from 44 to 60; the new buildings have been ordered to be constructed out of existing funds; it is hoped that there will be accommodation ready for 16 additional by the end of the year; 264 and 270–276. No reason to suppose that any considerable portion of the new Foundation scholarships will be thrown open to general competition; the subject pursued; 277–282. The two Foundation scholarships at present open to competitive examination are objects of eager desire, but the parents are obliged to declare that they need assistance, and that the University is the boys' destination; 293–295. Could these be more open it would be advantageous to the School and raise the character of the boys; if there were four open, and some of them to the oppidans as well as the Foundation boys, believes the great want of the School would be met, and the objections to town schools obviated;

ELWYN, Rev. RICHARD, M.A.—*cont.*

296–301. Would prefer that some of the scholarships should still be bestowed by nomination; 358–361 and 367–374. Would extend the admissions by competition gradually; 372, *et seq.* Would remove the restriction as to requiring assistance; 379, *et seq.* Boys who go to Woolwich instead of the Universities receive, in certain cases, a donation of 100*l.* for an outfit; 283–284. Requiring the declaration that the parent needs assistance creates a difficulty; parents have declined to make the declaration, and this diminishes the openness of the competition; as Schoolmaster he could not doubt that it would be desirable to remove that condition; the view of the Governors was that the foundation being charitable they ought to have some guarantee that those on it really required the aid it afforded; generally speaking the parents require such aid, but there are exceptions where they do not; 304–311. Hands in a list of University distinctions, distinguished those gained by Foundation students from those gained by Foundation students by competition; 311, 312. Explains the policy of the requirement that the boys elected by competition should have been a year and a half in school; the object was to encourage boys in the School, not those who would come simply for the competition; throwing the competition entirely open, as is the case at Winchester and Eton, would render it impossible for the School to remain in London; one great value of competition consists in its attracting boys to the School; throwing it open to general competition would, after the present generation, diminish the number of boarders; boys would often come up for the examination, and if not successful would return to their former School; 313–318. Policy of requiring the other declaration of intending to go to the University; thinks it does not limit competition; 319–321. The object of the order of 1845, that the boys should not be allowed to exceed 200, was to prevent an overcrowding of the School; it was in the Dean of Peterborough's time; thinks that even with the increase of 16 Foundation scholars, and new accommodation for 40, 200 is a reasonable limit; if there are no houses to be taken *extra muros*; there is no space for building *intra muros* without encroaching very much on the open space; and it must be remembered that there are 80 old gentlemen pensioners, independently of the School, occupying two of the Courts; 322–335. The charge for a boy in the lower part of the School is 80*l.*; in the Fifth and Sixth Forms he pays 90*l.* a year; 336–339. Explanation as to charges for books and stationery; no order can be executed unless countersigned by the Masters; 340–344. The total expense of the boarders is about 100*l.*, 90*l.* as a minimum, 110*l.* as a maximum; 344–350. Some of the greater successes in the School have been achieved by day boys; 352. Some day boys in the "eleven;" 364–366. Studies; 391; and 403–405. Sleeping accommodation, ventilation sufficient; 392–402. Illness in the night; 418–431. Improved provision for washing; 406–409. Head boy in bed-room a sort of monitor; 410. Generally speaking, a boy wishing to study out of school hours would not be interrupted or persecuted; 411–413. Other School details; 414–417, and 432–435. Classics, geography, history, divinity; 460–469. Pastrycook attends on the three days when there is no pudding or tart; 436–438. There are two boarding houses, and the Reader takes a few private boarders; 439–444. Admission examination in classics and mathematics; 445, 446. Has absolute power to modify the system of study as regards those not on the foundation; at all events is practically free and independent, but according to the Charter supposes the Governors could control him; 447–453. With regard to matters of importance, he consulted his Assistant Masters, but he felt his own authority complete; 454–459. Boys rise by proficiency only; 470–474. In French and mathematics the same; both are distinct from the classics; in the classical forms no promotion whatever is gained for French, but the mathematical and the classical marks together determine a boy's place in classics; 475–481, 495–498, and 510–514. Mathematics compulsory in the School; means taken to put mathematics on a still more improved footing; the highest division do Euclid, algebra, arithmetic, trigonometry, conic sections, and mechanics; 482–485. The chemical class quite voluntary; it is attended by 40 to 50 boys; the time is taken out of play time; prizes; 486, 487, and 518–539. Singing voluntary for Non-foundationers; but certain classes of the Foundationers are required to attend unless found by Mr. Hullah to have no voice; 488. French; prizes given for it, and it is exceptional for a boy not to learn it in School; sometimes a parent thinks the boy, having been brought up in France, does not require to learn the language at School; 489–490, 499–502, and 507–509. German required of all boys in the Sixth Form; 491–494, 503–506, 508–509, and 515–517.

Further examined, p. 29.

Boys generally regard the modern languages as inferior to classics and mathematics, not only in requiring less severe study but in exercising less influence at the Universities; wishes to see French reckoned in examinations for Scholarships; the boys learn to read French with facility, but fall short in speaking; more attention is given to modern languages and mathematics at Charterhouse than at other public schools without any falling off in classical attainments; thinks more time than could well be given in a public school would be required to improve the French to a standard similar to that attained by classics; French compulsory in the first five forms; in the sixth German is compulsory and French optional; the French

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Master does not think this rule operates against the cultivation of French; if a boy has grounded himself well in the French Grammar he does not lose much by dropping the language while in the Sixth Form for two or three years; a boy who has learned German thinks he has a feather in his cap; 699–701, 703–704, 708–719, and 735. Teaching of German instituted by himself; now taught by a German; 744–748. Has only one examination in the year on all subjects, by independent examiners in April or May; 727–729. Another examination in December in classics and arithmetic of the Foundation scholars, the object being to ascertain progress and warn the boys of the more serious coming examination; 730, 731. Examiners, how appointed; 732–734. Examinations in drawing, chemistry, French, German, modern history, divinity, for the Havelock Scholarship, &c., as well as classics; 736–766. Havelock an old Carthusian; subscription by old Carthusians to erect a monument to his memory, and found a military scholarship; 750, 753, *et seq.* Out of 850 marks for this scholarship, 350 given for mathematics, and the same for modern history as for Latin; the value is 20*l.* for one year, but the distinction is more coveted than the money; 764–766. Of late years great progress has been made in mathematical attainments, and witness looks for still greater from the recent arrangements; 702. Private-study prize well competed for; the work exceedingly well done by some of the boys in the Sixth Form; the competition developes the poetic faculty; various details on these points; 767–795. No private tuition at Charterhouse, unless a boy is very dull or idle, or his parents wish it; thinks that where private tuition prevails, the boy may lean too much on his tutor; believes that any one of the masters at Charterhouse stands as much *in loco parentis* to the boys as the private tutors at Eton; a school with 120 boys is unlike in this matter one with 300 or 400; knows nearly every boy; supposing the school to be doubled a proportional increase of masters would render the private tuition system unnecessary; believes they do their work better without a private tutor, and the habit of self reliance produces a character of independence; the subject pursued at great length; ten the actual number receiving private tuition; 796–822. The boys take very fair interest in modern history since distinctions are to be gained in the new tripos at the Universities; in the lower forms one afternoon a week is devoted to modern history and geography; in the upper forms questions are set once a week and a subject given for an essay; 705–707 and 720–726. When a boy is desirous of entering into any profession, for which special examinations have to be passed, or for which the usual course of education may not be specifically adapted, he is allowed to drop Greek and verse composition and devote the time thus saved to mathematics, geography, &c.; this is not unfrequent at present, and the frequency is increasing; these boys get their extra mathematical instruction without additional charge; these applications are most frequent from the boarders, as they are the boys most likely to go into the army; whether the permission is given or not is a matter entirely of discretion; the system was not much adopted till three or four years ago; practically it existed when he was a boy; 823–836. If he found out that a boy going to the Universities could not do Latin verse he sometimes substituted prose; he had never permitted such a boy to drop Greek altogether; but he had allowed him to give up Greek iambics and devote his time to Latin prose, which is essential to the matriculation examinations; about eight boys so treated are now at Oxford; 837–840. Boys allowed to take extra mathematics instead of Greek because going to Woolwich, often take great interest in French; 841–843. Considering, the necessities of the times, he is certainly in favour of the plan; the subject pursued; 844–850. Gold and silver medals; 851, 852. The chemical lectures, popular; teaching mechanics, singing, drawing; 853–864. Concert given by the boys; public presentation of prizes; 861–869. Instruction in the Bible, Greek Testament, and Catechism; prayers; preparation for the annual confirmation in the College chapel by the Bishop of London, on the Tuesday in Passion week; about 14 annually are confirmed; the Foundation scholars publicly catechised in the chapel by the preacher in Lent; 870–883. Boys attend church service on the morning of Saints' days; there is a musical service; 884–887. On the first and last Sunday of term, the boys who have been confirmed are specially invited to Communion; but there is no compulsion; all the Masters attend, and many of the boys; as a whole, it is a cheerful and a willing service; 888–894. Mode of spending the Sunday; Greek Testament; chapel; musical service; 895–899. At the general annual examination divinity is one of the subjects; it embraces the Bible, Scripture history, questions on the Catechism and sometimes a portion of church history, as the Reformation; the papers set by the Chaplain of the Archbishop of Canterbury; 900, 901. Details as to flogging; the practice has decreased since he was a boy; no boy was flogged last quarter; in 1861 it was administered 50 times; when flogging is not resorted to impositions are set; 902–909. Never flogged a Fifth Form boy; 914–916. An imposition of 300 lines would be considered at Charterhouse a long one; 50 or 100 lines would generally be the length; 300 lines would be a very severe imposition, and he would spread it over the week, 50 lines a day; 910–918. The punishments are not laughed at, but are effectual; 919–922. A minor punishment is preventing a boy from visiting his friends on Saturday and Sunday; the subject of punishments pursued; punishments inflicted by the Head Master; 923–928. Appointment of monitors to assist in keeping the discipline of the school; bullying is not at all common as it was in his boyhood; monitors a great protection of the weak against the strong; punishment of a monitor for neglect of duty by depriving him for a time of his monitorship; 929–937. Fagging exists only where the privilege is given by the Head Master; if used tyrannically it would be taken away; fags make the master's tea and toast; fags at foot-ball and cricket; details on these points; 938–952. Does not think the day boys are at a disadvantage; some of the greatest successes have been by day boys; 953, 954. Rifle corps, drilling; the boys do every thing but fire, which the locality prevents; fencing; 955–964. Profit as regards boarders by the Head Master and Second Master in the ratio of 5 to 3; salaries so small that it is on the boarders and day boys they mainly depend; 965, 966. Age of entrance as low as 8; 10 to 12 the best age; 967, 968. English themes; Latin themes, original Latin verse; 969–977. More school details; 978–995 and 998–999. With men of his own standing there is no general feeling that the time given at Charterhouse to Greek and Latin has been overmuch; 996, 997. The Charterhouse grammar and books for teaching; the grammar a fair one; is not acquainted with any grammar that is quite satisfactory; 1000–1010.

HALE, VENERABLE W. H., M.A. (ARCHIBALD KEIGHTLEY, ESQ., examined with him) page 45.

Has been Master of Charterhouse 20 years, since 1842, and, as Master, one of the Governors; is the resident Governor: the property of Charterhouse is managed by the Registrar, who consults him upon every matter before it is brought before the Governors; a statement of the property and accounts is brought before the Governors once a year, when they meet for that purpose; 1256–1263. (*Mr. Keightley*:—Is Registrar, Treasurer, and Auditor as to all accounts except his own; those are presented at the annual meeting of the Governors in May, but a meeting of the Governors takes place whenever a vacancy occurs, and whenever it may be necessary to call them together; 1264–1265, and 1268. The Governors hold the property in trust for the Institution; 1266. That property consists of money in Chancery arising from the sale of property bought by railways, farms in the country, and houses in Charterhouse, Charterhouse Square, and the immediate neighbourhood; 1267 and 1271. The large tract of land of 10 acres to the north of Charterhouse has only just come into possession of the Governors; it was out on lease for 99 years, closing in 1859; the new leases are not yet completed; and there is no opportunity of judging of the value; the house property is so old that it may be said to be deteriorated, and we have made a sinking fund to meet the contingency; there has, however, been an increase of income from the property re-let from 650*l.* to 6,000*l.*; 1268, 1269. Do not take fines; in the country the farms are let for 12 years, and inspected every 4 years; the house property is let on leases of 21 years; on building leases for longer terms; rents; 1270–1275. In anticipation of that enlarged rental, the Governors have since May 1860 been spending 1,200*l.* a year more than the previous rental in improving the Hospital, taking for the purpose the residue of an old fund which had accumulated for improvements; the buildings, some of which are 300 years old, require an annual outlay of 800*l.*; there was also 800*l.* a year added lately to the stipends to the poor brothers, the former sum not being considered sufficient for the sort of men now desiring to come into the house, and the station in life of the present pensioners; 1276–1281. Society is so different from what it was that it is difficult to say whether the present pensioners are the sort of men contemplated by the Founder; but they are all poor; 1282, 1283. There being a surplus revenue, the Governors have augmented the stipends of the pensioners, and are about to increase the number of scholars; they consider that is "applying the surplus in the same way as the original," as required by the charter; the poor brothers formerly received 26*l.* 10*s.*, now they receive 36*l.*; 1284–1291. By the charter the ecclesiastical benefices can only be given to those on the Foundation; the Governors have power to make statutes and orders under the charter, but those statutes and orders must not be contrary to the charter; they did, however, make an order as to the benefices that was contrary to the charter, but the charter is now restored to its original position; the inconvenience is that the Governors have no means of giving rewards to the schoolmasters not having been scholars on the Foundation; the livings are given by the Governors to those scholars of the Foundation who bring testimonials of character and conduct; 1292–1305. The large alterations now going on are paid for out of money received from the lessee of the Clerkenwell estate for dilapidations, amounting to 3,640*l.*; 1306–1309. Present and future of Smithfield; 1310, 1311. The provision as to the new scholars is under the direction of the charter; the Governors are at liberty to nominate and appoint four scholars according to any principles they may adopt; one additional scholarship has been given, to be gained by open competition, the rest have been left according to the present qualification; the regulations, however, are not yet completed; 1316–1320. Questioned as to the item 4,589*l.* for provisions and allowances of the pensioners and scholars, the witness says he could show how much

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HALE, Venerable W. H., M.A.—*cont.*

went to the scholars, how much to the pensioners, and how much to items common to both, and promises to prepare a statement accordingly; 1321–1333. In about 20 years the leases of 16 houses at Hackney will fall in; they are worth 700*l.* or 800*l.* a year; there is no other probable addition to the revenues of Charterhouse; 1334–1338. In the possible event of Charterhouse being moved elsewhere its site would probably be very valuable; it covers 9 acres within the walls; the adjoining 10 acres covered with houses produce 6,000*l.* a year, which at 30 years' purchase gives 180,000*l.*; from what he knows of the value of one, he conjectures what would be the value of the other; 1339–1341. "Beavor," a bit of bread taken with drink; 1342, 1343. Details as to meetings of Governors, mode of taking minutes, and entering orders; all the orders, those revoked not distinguished, are entered in the books, and the orders at present in operation can only be got at by searching through the mass; 1344–1355.

Further examined after Mr. Keightley had withdrawn, page 48.

Considers the School in no way distinct from the Hospital; both were objects of the foundation, poor men as well as scholars; those were originally the only members, though others were allowed to come, 1356–1358. The Governors are 16 in number; when a vacancy occurs, the remaining Governors fill it up; a suggestion as to the successor is generally made to or by the Archbishop of Canterbury, the person suggested is then asked if it would be agreeable to him to be elected a Governor of Charterhouse, and if he says "yes," his election is proceeded with; during 39 years he never knew an election other than unanimous; 1359–1363. At present four of the Governors were Charterhouse men, namely, Lord Justice Turner, Sir Cresswell Cresswell, Lord Dalhousie, and himself; it is not requisite that they should be Charterhouse men; 1364, 1365. Each Governor nominates a boy in rotation and the Assembly confirms the nomination; 1366–1369. The persons selected are exceedingly well connected, but poor, the sons of clergymen, widows, officers, or barristers; believes the Governors consider it obligatory not to nominate except where assistance is really needed in the business of education; practically, the objects of the founder are promoted; 1370–1379. Having considered the question, is of opinion that election to scholarships would not be better than nomination; it was not the sole object of the foundation to educate for the University; there are orders that boys not fit for the University should be put to trades and employments, and considerable sums are given to enable boys to go into the army or into trade, so as to fit them for other than literary pursuits; apprenticing has very much gone out, but if a lad goes into a warehouse in the city where he learns a business but receives no pay, he is given an outfit; the Apothecaries' Company take apprentices, and young men are articled to attorneys, engineers, and architects, but beyond this he does not know any business in London to which the young gentleman is apprenticed, though apprenticeship may still be in use among the lower order of tradesmen; 1380–1388. More as to the apprenticeships; 1476–1480. Unless they wished to exclude from the school all except boys of great talent, the initiatory examination answers every purpose; the standard was fixed some few years ago by Dr. Saunders, in order that he might not have boys wholly untaught, and the Governors adopted it; agrees with Lord Clarendon that the standard looks as if its intent was not only not to exclude all boys of the lower standard but to secure that no boy should be rejected who was nominated; 1389–1395. Does not attend to school examinations, nor do the Governors visit the school; they are only partially cognizant of the interior arrangement of the boarding-house; 1396–1399. This system of nomination by rotation has prevailed from the foundation; thinks the words "poor children" in the charter, taking into consideration the time when it was drawn up, would fairly include the children of the gentry; "poor" does not mean humble in rank or being destitute, but non-possession of property; providing benefices to which the scholars should be preferred to others indicates their being the children of persons whom we should now call gentry; thinks the existing nomination system one which he would have difficulty in improving; it is not correct to say that any boys are admitted who have no intellectual qualification whatever; competitive examination would not equally fulfil the object of the Founder, because there is no reason whatever to believe that he proposed to educate any clever children, and unless the whole of the circumstances of the boy were taken into consideration besides his attainments, the system would not be so good as now; the subject pursued; 1400–1407. Grieves over the resort to a system of open competition at Eton; out of the 48 boys on the Foundation at Charterhouse eight come on by open competition, limited only by a preliminary declaration of the parent that the advantage of the Foundation is necessary to enable him to send his son to the University, and this declaration is not required in the case of a nomination; 1408–1419. Subject pursued in detail and repetition; 1420–1434. Relations between the Master and Schoolmaster stated in detail; considers that he has no power to interfere with the education of the boys, but that if the Schoolmaster absents himself or is guilty of any misconduct with regard to the Foundation scholars, it would be his duty to interfere, but this would be only in what might be called cases of emergency and great

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difficulty; the statute under which he obtained his powers gives him "the economical government of the house and household," and this does not, in his opinion, include the discipline or education of the school; 1435–1452. The Governors are "visitors;" they do not visit formally, still their frequent meetings at the Hospital may be regarded as visits, and by their orders they take care that the boys are taught properly; practically, however, the Schoolmaster is independent and without supervision; 1453–1458. It is not required that the Schoolmaster and usher should be Carthusians; the limitation applies to the benefices only; Dr. Russell was a Carthusian; 1460, 1461. The Exhibition is granted to any scholar of whom the examiners report that with due diligence he may be expected to pass his University matriculation; nothing about Exhibitions in the charter; more on this subject; 1462–1475. An order made in May 1845 limits the boys to 200; it was Dr. Saunders's proposal, and witness approved of it; that was as large a number as Charterhouse could comfortably hold, even with the new buildings now erecting; 1481–1488. Opinion as to proposal to taking off a little of Latin verse and Greek play, in order to a more extended instruction in mathematics, modern languages, and physical science; 1489–1497. Is altogether opposed to the removal of the School from London; sees no advantage in separating the Hospital from the School; his notion is that the School, excepting so far as it is filled by foundationers, would most usefully occupy the position of a day school to London; 1149–1504.

IRVINE, W., Esq., page 38.

Is one of the Assistant Masters at Charterhouse, and his rooms closely adjoin those of the Foundation scholars; 1011, 1012. Describes his duties; with respect to the Foundation scholars, is entirely responsible for the discipline of the house to the Head Master; the monitorial system rendered him great assistance; in case of any irregularity on the part of the boys he awarded punishment either by way of imposition, or by entering the offender's name in the monitor's book, the third entry involving a flogging; 1013–1017 and 1059–1062. Thinks the sleeping accommodation of the gown boys quite sufficient in point of ventilation and health; has been in the rooms at 12 at night and two in the morning and never found the air at all impure; the younger boys are locked in, all but 14, and a boy who might be ill in the night would have to knock him up before he could get out; is very seldom knocked up; thinks the plan preferable to giving the key to the head boy; no complaints as to locking in; 1018–1032, 1057, 1063–1081, and 1095–1104. The system of lavatories is sufficient; each boy uses a tub once a week; baths are in course of preparation; the floor is often wet; 1033–1041, 1058, and 1082–1085. The food is good enough; in addition to the diet when he was a boy tea is provided for the boys down to the Fourth Form; in the case of boys who have fags the allowance of tea is given out, and the fags make it for them; for the rest, tea is made by the servant in the pantry and taken to them in the gown boys' hall; the younger boys have milk instead of tea; details; 1042–1052, 1086–1094, and 1105–1135. The beer is very good at dinner, not so good at the boys' supper; 1136, 1137. The health of the boys is very good; the boys look as well at the end of the half as when they are fresh from home; 1053, 1054. As to the new buildings he was not consulted, nor, he believes, was the Head Master; 1055, 1056. Little if any bullying; 1073 *et seq.* Thinks the interests of the Foundation School suffer from the want of control by the Head Master over the internal arrangements; 1140–1142. Thinks the 4*l.* 4*s.* exacted from each Foundation scholar for the matron, for washing and mending, should be borne by the house; and that his own salary of 40*l.*, fixed in 1752, is an inadequate remuneration; 1143.

A JUNIOR FOUNDATION BOY OF THE CHARTERHOUSE, page 57.

Is 12 years of age; has been on the Foundation two years; was admitted on an examination to the "petties," the lowest form, and is now in the third; 1706–1714. There are 44 boys in the College, of whom, 11 in the Sixth and Upper Fifth Form are allowed to fag the 12 lower boys; the middle 20, or the Fourth Form, being neither empowered to fag nor subject to be fagged, a position which he expects to attain in another year; 1715–1731. Describes fagging minutely; 1732–2134. The fag is called by servant at a quarter to seven, and has then to call his master at seven, or at a time named overnight, and if the master does not get up, again and again, generally three or four times, up to half-past seven, then to give him his clothes and sometimes brush them; 1732–1765. School from eight to half-past; when the fag, if he can, gets his own breakfast, which is sent out by the butler, and then makes his master's toast and tea; 1766–1787. School from half-past nine to 12, after which singing lesson on Monday and Thursday, and on other days foot ball till one; 1788–1811. Then dinner and School till four; at five fagging again till bedtime at nine, going for books, making tea and toast, &c.; 1812–1835. Besides this private work, the fag takes his turn as "fire fag" and "cock's fag;" two of the cock's fags taking in portions, six times a day, a very large coal skuttle, so large that one is sometimes obliged to get assistance to carry and lift it, and keeping up the three fires all day; minute details as to these fires; 1836–1968. Details of the extra fagging when acting as "cock's fag," which he does at present every third week, while being also "fire fag," in cleaning out

A JUNIOR FOUNDATION BOY of the Charterhouse.—*cont.*
basins four times a day, providing hot water and towels, washing combs and brushes; 1969–2010. All this, however, did not prevent his preparing his work properly for school; 2011. Sometimes it did; 2019. In the Third Form there are boys not on the Foundation; has less time than they, in consequence of having more fagging, to get his lessons, and sometimes finds himself, in comparison with them, at a disadvantage; 2021–2023, and 2152. Details as to the provision by the fag of hot water during the day; 1852 *et seq.*, 1924 *et seq.*, 1944 *et seq.*, 1983 *et seq.*, 1988 *et seq.* Fagging at cricket, after four in summer, and at football on Wednesdays from 12 to one; 1794–1809. Besides all this the fag is liable to fag for any of the Masters, in taking messages, &c.; 2012–2018. Sometimes has two masters at a time; 2024–2028. The hardest part of fagging is the fire fagging; 2082–2085. Fire fagging does not come to every boy in turn; a strong boy would generally be appointed; 2086–2094. No time when a fag is free from fagging till he goes to bed; 2095–2097. Never passed a day without being fagged beyond the fixed fagging; he might be sent 16 times perhaps; 2120–2127. When lowest, for a quarter he used to get tired at the end of the day, and he wished himself back at his old school; 2128–2132. Now he would rather be at Charterhouse; 2134 For neglect of fires the fag might be punished; 1919–1920. Has several times had his ears boxed and been struck with the fist for not having the hot water ready, when the fault was not his; 1924–1933, 1944–1965. For everything bad the four monitors were allowed to use the cane; they could do so for bullying; the caning might be on the back or on the hand; the boy would have about a dozen blows; 2110–2117. It is worse than a flogging in the School; 2118, 2119. Before he went to Charterhouse he was at a School with 70 or 80 boys; there was no fagging there, and he had more time to learn his lessons; there was no bullying there; 2029–2038. Has not, beyond the fagging, been bullied at Charterhouse; 2039–2041. Has had time for cricket and foot ball after four o'clock; 1806–1808 and 2042–2059. Not much fighting at Charterhouse; has seen seven or eight fights; fighting only takes place with the permission of the monitors, who would be the seconds; the fights would last about a quarter of an hour, and terminate by one boy giving in, or the monitor saying, "It is time to give up;" 2061–2078. Likes the milk tea; does not complain of the food; sometimes the butter would be bad, and the beer not very good; the boys drank it, and so did he sometimes; did not feel tired because he had not enough to eat; 2135–2144. The boys generally would prefer the School remaining where it is; 2145–2146. They think it could not be got up so well in the country. The gown boys thought the greatest swells; 2147–2155. Mr. Elwyn flogs at Charterhouse, unless when he is unwell; flogging takes place two or three times a week; many boys are never flogged; the flogging takes place when a boy's name has been put down three times in a week in the "black book" by a Master; the punishment is with a birch, ordinarily six cuts; it is not much dreaded; has known a boy flogged three times in a half; 2156–2180. The School dress is comfortable, but very warm in the summer; boys are never allowed to go out in the School dress; 2181–2185.

KEIGHTLEY, ARCHIBALD, Esq., page 45. (*See* Evidence of the Venerable W. H. Hale, M.A.)

POYNDER, REV. F., page 28.

Took his degree at Oxford in 1838, and immediately came to Charterhouse as Assistant Master; remained till 1849, then left, but returned in 1858 as Second Master; 673–675. Reads a paper suggesting that although by the charter of James I. scholars on the Foundation were to be presented to vacant Hospital livings before other persons, yet that inasmuch as in the following reign orders (or statutes) were passed at an assembly of Governors, and signed by Charles I., directing such livings to be conferred on "persons capable, and such as "do or have done actual service to the house, or have been "members thereof," and at the same time allowing 60 other scholars to be brought in the School, both classes are entitled to participate in the benefices; 676, 677. Concurs with everything contained in the Head Master's written report; 678, 679. Thinks the ventilation of the dormitories good; all the rooms have not chimneys, but there are ventilating apertures, and the servants have never complained of the state of the atmosphere in the morning; 680–686. Dormitory regulations; younger boys locked in; never found any inconvenience arise from this, as there is a key in each room to which any boy who requires it has access; 687–698.

SAUNDERS, VERY REV. A. P., D.D., Dean of Peterborough, page 21.

Was Master of Charterhouse for 21 years, and left nine years ago; 541, 542. The cause of the great rise in the School, from 238 in 1818 to 480 in 1825 and then the subsequent rapid fall, were, first the introduction by Dr. Russell of the Bell system which captivated parents immensely and had a wonderful effect; then, when the boys were old enough to go to the Universities and judge of it themselves they found that their parents had been taken in, and down went the School; the substitution by Dr. Russell of pecuniary mulcts for flogging, with the resulting *emeute*; the general flogging another great shock for the School; and when he himself became Head

SAUNDERS, Very Rev. A. P., D.D.—*cont.*
Master the numbers of the School were 100, or deducting 10 in consequence of there being at the top of the School so many old boys, 90; and deducting 45, the constant quantity for the Foundationers, he did not find more than 44 as the variable element; description of Bell's monitorial system; when witness became Head Master in 1832 he went back as much as he could to the old system, and shortly afterwards the numbers began to increase; 543–560. Thinks 180 boys as large a number as ought to be admitted to Charterhouse; in his time the numbers rose to 193, and he petitioned to have the maximum fixed at 180; there is to be an addition of 16 Foundationers, for whom new buildings are in course of construction; agrees with Mr. Elwyn that still 200 should be the maximum number; 561–568. Would not have recourse to Dr. Russell's system of boarding-houses out in the square; they were prejudicial alike to the discipline of the School and the comfort of the boys; the *morale* of the School in Dr. Russell's time was low; 564–468. When the numbers reached 480 in 1825, the rooms were all fearfully crowded; 569–571. Relations between the Master of the Hospital and the Head Master of the School, theoretically and actually; details of the Master's interference in various ways, and "bothering" and thwarting the Masters; 572–598, and 617–619. His suggestion of a remedy would be rather a sweeping one; he would separate the School from the hospital and dispose of the Charterhouse School property; in his time there was a tradition that the Post Office would have given half a million for it, and railway companies had since been nibbling at it; he would sell the playground for building purposes or some great public object, and take the boys into the country, leaving the old pensioners on the spot where the Founder chose to bury his bones, under the care of the Master and a preacher or reader; in this way there would be no one between the Head Master and the Governors; 599–603. Thinks there would be no analogous feeling among old Carthusians against moving the School to what exists at Westminster; one does not like separating Westminster School from the Abbey, but there could scarcely be a like aversion to separate Charterhouse School from Smithfield; 604–606. Whether the salubrity of the site of the Hospital would be diminished would depend on the use made of the School site; 607, 608. If removed to the country the constitution of the School would have to be recast; question as to day boys; the withdrawal of such a day school from London ought to be carefully considered; he would like to see Charterhouse removed to 10 miles south of London, as Harrow is to the north, and he could not imagine that it would then interfere with Harrow or Rugby; 609–616. Opinion as to exhibitions, scholarships, and open competition; would have three scholarships annually filled by open competition; 617–632. Prefers the continuance of the poverty declaration; it was drawn up by the late Bishop of London; thinks that if left to the consciences of the parents there will be no gross case of abuse; Dr. Russell used to say that the condition as to poverty meant that the parents were not to be millionaires; is quite sure that the sons of professional men, enjoying for a time a large income, are often those who most need assistance; 633–637, and 641–642. It is in contemplation to add 16 more scholarships; does not care at present to have more than three open to competition; should Charterhouse be removed and meet with a sudden accession of prosperity, it would be rather at a disadvantage with its system of nomination, when compared with Winchester and Eton, which are attracting so much talent; thinks, however, it is not desirable to throw all 16 open; 638–641. The preliminary examination before nomination is exceedingly trifling; it was ordered in his own time by the Governors, the object being just to keep out boys who were absolutely ignorant, and still not to endanger the nomination; he would not have been sorry to have made it stricter, but it was a great point to get even that; operation of the system; the boys are prepared above the minimum exaction; 642–654. Asked to indicate any other alteration he thought desirable, the witness expressed an opinion that a gross injustice had been done to the masters with regard to their salaries and stipends; according to the schedule laid down in the Founder's time the Master of the Hospital was to have 50*l.*, the preacher 40*l.*, the schoolmaster 30*l.*; the present salary of the Master was 800*l.*, sixteen times that named, the schoolmaster's 240*l.*, only eight times the original sum; the schoolmaster makes the chief part of his income by boarders, and at the present numbers it amounts to 1,100*l.*; still, 240*l.* as salary is not enough; would give the Head Master 400*l.* instead of 240*l.*, the Second Master 240*l.* instead of 140*l.*, and the Third Assistant Master on the Foundation 100*l.*; 655–665. Introduced some improvements when Head Master; mathematics were scarcely compulsory before his time; the boys seldom went to the 10th proposition of Euclid; 666, 667. Induced the Governors to make French obligatory on the Foundation at their own expense; 99 boys out of 120 learned French of a capital master, who has since had the French education of the Prince of Wales; did not make French obligatory on the whole school, because some of the parents could not afford it, and some were going to send their children to the Universities; his plan was to encourage French, not make it compulsory; 668–669. Private tuition is carried on at Charterhouse when it is wanted; the Masters go among the boys and give them the assistance they need; 670, 671.

CHARTER-HOUSE.

STEWART, LEWIS M., Esq., page 44.

Has been lecturer on chemistry at the Charterhouse about three years; 1212, 1213. His class consists of about one-third of the School, ranging from 37 to 43; their attendance is voluntary, and the time taken from play hours; 1214–1216. Teaches the elements of inorganic chemistry, also pneumatics, hydrostatics, electricity, galvanism, magnetism, and heat; has no laboratory at the School; if he had it would be an advantage; went first to the School as writing and arithmetic master; suggested the introduction of chemistry, Mr. Elwyn (the Head Master) assented, the boys took it up, and it has kept on satisfactorily ever since; 1217–1221 and 1225, 1226. An examination annually, and he gives prizes; chemistry is popular with the boys till they get to the upper part of the School, when they are obliged to relinquish it; 1222–1224. Has a regular course of subjects for each term, the whole extending over a period of three or four years; the lectures are experimental; the boys attentive and understand his explanations; 1225–1241. Best to begin with boys at an early age, when there is a natural curiosity on such points; teaches at the City of London School, and one of his pupils took the gold medal at the Kensington examination; 1242–1244. A fair subject for competitive examination with a whole School; the inventor of the mauve colour was a City of London School boy; 1245–1253. The chemical teaching is paid for at 14*s.* each term a pupil; below 20 in number it would not pay him; 1254, 1255.

WILLIAMS, the Rev. S. F., page 42.

Is a Carthusian, and lives in the Hospital; 1161–1164. Has been mathematical examiner at Charterhouse, and has just entered on his duties as mathematical teacher, associated closely with the School and taking classes; 1144–1150. Explains his mode of teaching arithmetic, algebra, Euclid, and trigonometry; 1151. Has 10 or a dozen boys going either into the public offices or the army, who are excused Greek and devote extra time to mathematics, about 18 hours a week in all; other boys are occupied in mathematics; 1152–1157. The whole School is examined once a year; the Foundation scholars twice; 1158. As compared with the time when he was at the School, there is a great improvement in mathematics; and in his opinion quite as much time is now given to the subject as can be spared.

WILLIAMS, the Rev. S. F.—*cont.*

As far as the few boys who have yet come under his notice are concerned, he finds them possessed of a fair knowledge of the rudiments of mathematics; 1160–1165. The highest mathematical subject learned in the School is the differential calculus; as examiner, he disapproves their learning it, as they seem to be attempting a higher subject at the expense of lower subjects; the boys learn one branch of mechanics, namely, statics, but without the aid of the differential calculus; they also learn conic sections analytically; but, as he gathered from Mr. Watts, his predecessor, in past years they learned them geometrically; they had some slight knowledge of practical trigonometry; this term he had undertaken merely lower subjects; trigonometry is the highest subject now read in the School, but next term he hopes to advance to the subjects named; 1170–1181. Never heard any complaints on the part of parents of ignorance of arithmetic on the part of Charterhouse boys; believes they are as well grounded as most boys; formerly boys affected to despise arithmetic, and there was a feeling against arithmetic and mathematics generally; the books on arithmetic had much improved, and this renders the subject more palatable; 1182–1189. There is no difficulty in arranging the mathematical classes so that they do not interfere with the Classical School; on Wednesdays and Saturdays the whole School re-arranged itself into mathematical classes; marks are given for proficiency in mathematics, and go towards determining a boy's place at the end of the week; at the general examination, in May, promotions in classics and mathematics are quite distinct, but at other times of the year promotions depended on classics and mathematics combined; 1190–1194. Asked to make general remarks relative to the Foundation, the witness added, in mathematics there is a great improvement; he is glad to find that there is a class in chemistry; moreover, the Sunday arrangements were far better than formerly; in the cricketing arrangements, also, there is a decided advance, namely, in allowing the School to compete with other clubs and schools; making German a part of the regular work is another advance; but especially he is pleased with the chemical lectures, as a branch of natural science, an examination of which has a tendency to increase a boy's love of knowledge generally; 1195–1211.

MINUTES OF EVIDENCE.

ST. PAUL'S.

LIST OF WITNESSES.

Name of Witness.	Date of Examination.	Page.	Name of Witness.	Date of Examination.	Page.
	1862.			1862.	
Rev. Charlton Lane, M.A., Rev. Markland Barnard, M.A., Rev. J. W. Blakesley, B.D., and John S. Shuttleworth, Esq., Chairman and Members of the Court of Assistants of the Mercers' Company.	July 2	71–79	Wm. Lethbridge, Esq., Mathematical Master of St. Paul's School.	July 2	79–82
			Rev. Henry Kynaston, D.D., High Master of St. Paul's School.	„	82–96
			J. W. Spurling, Esq. - - - - -	Dec. 16	96–101
			Rev. J. W. Blakesley further examined	Dec. 17	101–109

St. Paul's School, 2nd July 1862.

PRESENT:

Earl of Clarendon.
Earl of Devon.
Lord Lyttelton.
Rev. W. H. Thompson.
H. Halford Vaughan, Esq.

The Earl of Clarendon in the Chair.

The Rev. Charlton Lane, M.A., Rev. Markland Barnard, M.A., Rev. J. W. Blakesley, B.D., and John S. Shuttleworth, Esq., called in.

1. (*Lord Clarendon to Mr. Lane.*) I believe you are chairman of the Mercers' Company?—I am.

2. I do not know whether it is you who have given these accounts of the school. They are not published by you, I think?—They were got up by the solicitor and the clerk of the Company. They were read over carefully by myself and my predecessor, the surveyor accountant, with the assistance of Mr. Blakesley, one of the Governors of the school. By a resolution of the Court of Assistants the surveyor accountant and the assistant surveyor were empowered as a committee to answer the questions of your Lordships and to call in Mr. Blakesley, who possesses considerable information on matters of this sort. We took advantage in three or four instances of his advice, and we read over the answers and considered them in conjunction with him, but I believe the alterations that were made were very small.

3. (*Lord Lyttelton.*) Is he one of the Court of Assistants?—Yes, and one of the wardens of the Company, as well as a member of the Court of Assistants.

4. How many wardens are there?—Four, including the master; the master is prime warden.

5. (*Lord Clarendon.*) Do you consider the Mercers' Company hold the whole of the property for the support of the school, according to the ordinances of Dean Colet?—We do not think that that is definitely settled. We have always appropriated the proceeds of the Coletine estates to the benefit of the school, but in consequence of some litigation which has unfortunately arisen of late, we have made the discovery that in a legal point of view it is probable that the Coletine estates are the property of the Mercers' Company on this ground, that it is believed by the legal advisers that the Company undertook the sustentation of St. Paul's school as established by Dean Colet. They took it for better for worse, and they were in the first instance out of pocket, which they willingly bore, but the estates have increased greatly in value, notwithstanding which the surplus has never been appropriated by them to their own advantage, but has always been carried to the account of the school, and the estates have been so managed from year to year, and from generation to generation, with this exception, that 34,000*l.* used by the Company in times past, when in difficulties, was many years ago replaced to the account of the school. Whether or not they were appropriated by Dean Colet to the support of the school, we consider it an act of grace on the part of our ancestors as well as on our part to do so.

6. (*Lord Clarendon.*) An act of grace to apply them to the school?—To apply the surplus to the school, because, in a legal point of view, the estates are ours.

7. You still continue to hold the property in trust?—Partially in trust from year to year; but the question arose in the case of Dr. Harrison, schoolmaster of the school, about 80 years after Dean Colet's death, when a litigation took place between him and the Governors of the school, and it was and is considered from the *quasi* decision of the Archbishop of Canterbury and the Court of Arches of the time that the Coletine estates belong to the Company. The effect of that decision was one of the questions sought to be raised and decided in the present litigation, but we undertake to say that the Coletine estates are not the property of the school.

8. You have had a legal opinion upon the subject, but no legal decision?—No judicial decision.

9. (*Lord Lyttelton.*) The question is, whether they belonged absolutely to the Mercers' Company or not?—Vice-Chancellor Page Wood declined giving an opinion when the case was before him, deciding in favour of the Company upon other grounds.

10. (*Lord Clarendon.*) That is the question to be decided?—Yes. We assert that in right it belongs to us, not with the view of benefiting by the property, because we do not want it, but as a strict matter of legal right we say we are entitled to it.

11. Is there any prospect of the question arising?—The question was raised, and we should have been glad to have had it decided, but the judge declined giving any opinion upon the matter.

12. (*Lord Lyttelton.*) Is there any appeal in this case?—We have received a sort of notice that Baron Rothschild means to appeal.

13. That point may be raised on the appeal?—I believe I may say, speaking personally for myself, for I do not speak for my brother wardens, that I should not be sorry if the appeal were carried out, that is, so far as my own personal feeling is concerned.

14. I wish to know whether there is any probability of the case being settled?—It rests at present entirely in the breast of the baron, whether he chooses to appeal or not. We cannot appeal, because we have carried our point, though we have been mulcted in our own costs.

15. (*Mr. Vaughan.*) You say that point was not distinctly at issue in the litigation?—No, only indirectly. However material the question, Vice-Chancellor Wood declined to give any opinion.

16. Did the judge in equity decline to decide it because it was not necessary to the decision of the case?—Yes.

17. You would imply that the use of the property belongs to the Mercers' Company?—We cannot answer for posterity, but we have not the slightest wish to appropriate the Coletine estates.

18. What do you mean by the surplus revenues?—The surplus revenue I understand to mean that

ST. PAUL'S.

Rev. C. Lane.
Rev. M. Barnard.
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portion of the revenue which is not wanted to carry out the specific directions of Dean Colet.

19. (*Lord Lyttelton.*) If you look at page 9, there is a long account there of expenditure which is in very great detail. You will find that in the list of payments there are a great many different items, one of which is that on the 19th of May in the year 1860, 2,500*l.* was laid out in the purchase of stock?—Yes.

20. Is that what you would call surplus?—No doubt.

21. Am I to understand that the Governors of the Mercers' Company consider that all the rest of the expenditure is applied, in fact, in executing the ordinances of Dean Colet?—No; they consider that they act very liberally. The first of the donations mentioned are not necessarily donations specified by Dean Colet. The estates are in this, that, or the other part of the country, and the proceeds are often applied in support of national schools in those parts of the country from which the revenues are derived; in point of fact, the Mercers' Company consider themselves squires of those particular districts and give donations accordingly.

22. But the surplus in that year, 1860, over and above what the Company considered fairly required for the school, was this 2,500*l.*?—Yes; this sum was invested: the other portion of the surplus was retained to meet current expenses, including exhibitions and other gifts which did not enter into the contemplation of Dean Colet 300 years ago.

23. In these ordinances of Dean Colet there is a statement of what he calls "charges ordinare outpaid "yearly." Then he gives a list of items which in the whole amount to 79*l.* 8*s.* 4*d.* What are we to understand the legal position of the Company is with regard to that?—They think that they are bound to keep up the school, according to the agreement with Dean Colet. They consider that it was a covenant between them and Dean Colet that they are to support a school for 153 boys, under certain ordinances which are attached to the foundation, but they accept the power which Dean Colet conferred upon them of altering the regulations according to the times and seasons, and they have acted accordingly in their discretion.

24. I wish to understand to what extent they conceive their strict legal obligations go. Can you state it in money. To what extent do they consider themselves legally bound to apply their revenues in support of the school?—We have never thought it well to limit ourselves in that way, and have never contemplated the idea of considering how far we are limited. The fact is we have never dealt with that question in that particular way. If it was our practice to say that out of an estate of 6,000*l.* or 7,000*l.* a year, whatever it may be, we will appropriate 4,000*l.* to the sustentation of the school, and the remaining 3,000*l.* we will divide among ourselves, then I could have answered the question, but we never contemplated dealing with the estate in that way.

25. I understand the general position you take. I may state it in this way:—There is a certain maximum sum to expend, with regard to which in the support of the school the Company do acknowledge a legal obligation, but with respect to anything beyond that it is entirely within their discretion?—We consider Dean Colet's estates are a sort of trust, but the amount of that trust in money we have never calculated.

26. Is it not the case that within a certain number of years the increase of the value of some of the property will be very large?—Yes.

27. When will that increase begin to take place?—I do not know after what lapse of years it will take place, but we contemplate it will increase at some time. The estates in various parts will fall in. For instance, there is property at Stepney, Mile End, the Commercial Road, and Shadwell, but in some of these districts there is property which is falling in value.

28. Assuming as I do that the school is very liberally maintained at present, according to those accounts has there been a surplus considerably above 2,000*l.* a year, and is it not the case that in a certain number of years there will be an increase of 2,000*l.* or 3,000*l.* a year, or thereabouts?—I do not know what the increase will be. We imagine the estates will continue to improve.

29. Has there been from any member of the Court or from any committee of the Court within the last few years, any formal proposal or report on the subject of the application for the benefit of the school of the present, or of any such prospective revenue?—Yes; there has been.

30. Would there be any objection on the part of the Court to communicate those documents, or any of them, to the Commissioners?—I do not imagine there would be any objection. I think the Court would have every disposition to comply with any wish of your Lordships for any information with regard to the present or prospective state of the schools.

31. In case we make an official application for it, as far as you are aware, should we be able to obtain copies of those documents?—I do not anticipate that there would be any objection to their being produced.

32. I ask the question because a communication has been made on the subject. Were you aware of that communication being made?—There was a communication which was made at the time I first became surveyor accountant. I wrote an answer, or I got my brother assistant surveyor to write one, but I do not know what came of it. All that I know is, that a letter was written in reply to a letter which was received by us.

33. (*Mr. Vaughan.*) Pray what are the duties of the surveyor accountant alluded to in the answer No. 3: "The management of the property is in the "hands of the accountant surveyor, and the surveyor "assistant of the school, under the direction of the "Court of Assistants of the Mercers' Company. The "rents are received by the receiver of rents, and by "the land agent of the Mercers' Company, and the "interest upon the funded property is received by the "clerk of the Company. An audit and examination "of the accounts are made annually by the Court of "Assistants of the Mercers' Company." What are the general duties of the surveyor accountant, besides those that are mentioned there?—The general duties of the surveyor accountant are mentioned, I think, in an answer by Dr. Kynaston in reference to the foundation of the school.

34. One only of his duties is mentioned in Dr. Kynaston's answer?—Speaking from recollection it would be his duty, if he were strictly to carry out the intentions of the founder, which, of course, were formed in times much more primitive than the present, to walk into the school to see that it is properly conducted, not to interfere with the discipline, but to see that it was properly carried out. He was to visit the school four times in the year; at a former period he used to admit all the boys, but since Dr. Sleath came to the school, it has risen in eminence, its wealth has greatly increased, exhibitions have been attached to it, and the advantages of the school, financially and educationally, have been greatly advanced. It is the master at present who admits the boys to the school. The Governors nominate in rotation, but the appointments are all made by the surveyor accountant, he is the person who appoints each boy who is nominated by the Governors in rotation.

35. (*Lord Clarendon.*) He confirms the appointment?—He confirms the appointment. Generally speaking also, if anything has to be done in the way of repairing, the surveyor accountant is the person written to to give directions that the proper tradesmen may be employed.

36. (*Mr. Vaughan.*) Does the surveyor accountant generally represent the Company?—He is appointed by the Company, and he represents it in matters of detail, but in all great questions he considers it his duty to write a letter or make some statement to the Court, and receive their instructions.

37. And the surveyor assistant, what are his duties?—The surveyor assistant, until very lately, has been a mere cypher, but within the last year or

two it has been thought that he should take his share in the responsibility, and should assist the surveyor accountant, but the surveyor accountant must necessarily be the prime officer.

38. With regard to the school, I believe their services are not recompensed, are they ?—I think Dean Colet assigns them 4*l.* a year.

39. And that sum is continued to be received at the present day ?—Yes.

40. I need hardly ask whether that is not a mere formal enjoyment of the benefit intended for them ?—I expect to receive 4*l.* only.

41. I may take it that the surveyor accountant is a totally different official to the person who is appointed as accountant, and is mentioned in these accounts ?—Yes, the accountant is one of the clerks to the Company.

42. (*Lord Clarendon.*) I see in reference to question 4, you say that no material changes had been made in the system of letting and leasing the property, except that by the ordinances of the founder, no lands could be let for a longer period than five years, and new ordinances have been made, as authorized by the original ordinances, for managing the property ?—Yes.

(*Mr. Barnard.*) I think that Dean Colet in his ordinances says, that inasmuch as times and manners are liable to change, he leaves to the wardens and assistants of the Company power, "with counsell "of good lettered and learned men," to "add and "dimynyshe vnto this boke, and to supply in it every "defaulte, and also to declare in it every obscuritie "and darkenes, as tyme and place and just occasion "shall requyre."

(*Lord Lyttelton.*) What Dean Colet says is this:—"Bothe alle this that is saide, and all that yet is "not saide which hereafter shall come into my "mynde while I lyve to be said, I leve it hooly to "their discretion and charytte, I mean of the war-"dens and assistants of the fellowship, w^t^ such "other councill as they shall call unto theym, good "lettered and lerned menne. They to add and "dimynyshe vnto this boke, and to supply in it "every defaulte, and also to declare in it every "obscuritie and darkenes, as tyme and place and just "occasion shall requyre, callyng the dreadfull God to "loke upon them in all such busynes, and exhorting "them to fear the terrible judgment of God, whiche "sethe in darkness, and shall rendre to evry man "according to his workes, and finally praying the "grete Lorde of mercy for theire faithful dealyng in "this matter, now and always to sende unto theym "in this worlde much welth and prosperyte, and "after this lyff much joye and glory."

(*Mr. Lane.*) That must be interpreted to mean that they may modify them.

(*Lord Lyttelton.*) They are to "add and di-"mynyshe."

43. (*Lord Clarendon.*) And do you not consider that a very wise provision ?—Yes.

44. The Company have not thought it right to take any fines on renewal, have they ?—If so it is quite new to me. I am not aware of any such thing.

45. The Company have not thought it right to take any fines on renewals of leases ?—They appear first to have done so, but they ceased to do so a very long time ago. Our answer to that has been, that for upwards of 100 years no fines or payments of that nature on renewals of leases have been taken, and I believe we might have said for a much longer period of time than that, but we thought it safe to give that answer.

46. You were perhaps surprised in the course of your researches to find that fines were originally taken ?—No; but we could say distinctly that no fines have been taken within the last 100 years.

47. Do you think it prejudicial to the property to take fines ?—I am not sufficiently acquainted with business of that sort to give you an answer upon that point.

(*Mr. Barnard.*) We have not done so within 100 years at least, and that is the best answer we can give.

48. (*Mr. Vaughan.*) I think you mentioned some parts of the property with respect to which you expected there would be a decrease in the rents ?—(*Mr. Lane.*) Yes.

49. Did you mention at the same time other parts from which you expected an increase ?—No, I did not.

50. Will you have the goodness to state then if you hold them in your recollection ?—The litigation which has lately taken place between the Mercers' Company and Baron Rothschild has induced the Mercers' Company to believe that the estates which are situated in the county of Bucks are likely to increase in value to a considerable extent, and that view has been confirmed since the decision of the Court by the fact of other estates being sold at very much less than the value that would have been given for them by the person who purchased them. We gave directions for the purchase of an estate in the county of Bucks at a certain sum, but it was sold for considerably more than our reserved price would have given for it if we had known the value of the land.

(*Mr. Barnard.*) About 1,000*l.*

(*Mr. Lane.*) Since that it has been said by the gentleman who purchased the estate that we did not really understand the value of our property in Bucks, and that he would have given very much more for it than he had purchased it for.

51. Is the value of the property possessed by you likely to increase from particular causes affecting the value of your land; that is to say, would the increased value of the land be likely to rise from particular causes affecting that particular land, or from causes affecting land generally in the country ?—One may give a mixed answer to that question, because there are peculiarities attaching to that property. I think, generally speaking, with respect to the land in that county, its proximity to London, the existence of various railways, the prospect of additional railways, and other causes, would all tend to raise its value.

52. Are there any causes independent of those which affect the county generally which would tend to increase its value ?—There may be causes that would tend to raise the value of land in that district; that is to say, fancy causes.

53. Are you aware whether there are actually fancy causes or not ?—I think there are, no doubt, but that is a separate question. I believe that substantially and *bonâ fide* the value of that property is increasing independently of any landed proprietors in the neighbourhood wishing to purchase any of that land.

54. Might I ask the annual value of the expected amount of increase over the present value of the estates ?—I could not answer that definitively. I am not sufficiently a man of business to do so.

(*Mr. Barnard.*) My view is this; we have let the land on leases, and when those leases run out, the value of the property is likely to increase very considerably. Some of those leases will expire very shortly, and when they do, we expect to get at least 30 per cent. more for the land, which is remarkably good pasture land, and well situated as regards railways.

55. What is the present value of that estate ?—About twenty-eight shillings an acre.

56. I mean what is the value of the whole of the land you possess ?—Do you mean the whole of the Buckinghamshire estate ?

57. Yes ?—I believe 1,806*l.* a year.

58. And you expect an increase on that of 30 per cent ?—I do. Buckinghamshire is a remarkably good county, and the land is very good, and, as I said before, well situated for railways.

59. The application of the revenues to the school in the present state of things you consider to be a gratuitous act on the part of the Company ?—(*Mr. Lane.*) That is our statement.

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60. You say that in some respects your application of the surplus is authorized by the ordinances and other regulations?—We consider that we are empowered, by reason of that wise regulation of Dean Colet, to lay out our money on exhibitions or anything else that may tend directly or indirectly to the advantage of the school.

61. If you are empowered by Dean Colet's ordinances so to deal with the surplus, should you not say that those ordinances prescribed you to lay out your money for the advantage of the school only, it might be in whatever way you thought best, but that you must lay out your money in that direction?—That of course is more than I can answer; that is a legal question, to which I could not undertake to reply. Our statement is, that having complied with certain specific regulations of Dean Colet, we are at liberty to apply the margin according to our own discretion; and we have, in consideration of that, laid out our money in the way I have just alluded to. I do not think, with all due deference to your Lordships, that the ordinances necessarily fix the Coletine estates exclusively to the school, simply because they leave the power of administration so widely and so wisely to the Mercers' Company.

62. Does not Dean Colet's phrase "lands of the school," show that they were conferred upon you for the school?—If you ask me as a Mercer, I contend that we could not read it in that way.

63. (*Lord Lyttelton.*) That property has been invested for the benefit of the school, has it not?—We have treated it as if it were trust property; but we claim to consider it property charged with the maintenance of St. Paul's School, according to Dean Colet's ordinances.

64. (*Mr. Vaughan.*) There is a charge constantly recurring in the expenditure which is not very intelligible as it stands: it is a charge to "Courts and committees," and altogether it amounts to about 200*l.* in the course of a year. Will you explain what that is?—The charge to courts and committees is this: Anciently it was the custom to give a certain sum of money (half-a-crown, or something of that sort) to each member who attended to the concerns of the Company, and of course if he were not in his place at the right time, he forfeited his right to his half-crown. Now it amounts to as much as a guinea, but on some business of the company it amounts to two guineas.

(*Mr. Barnard.*) It was never two guineas, I think, in St. Paul's school account.

(*Mr. Lane.*) In St. Paul's school account it was one guinea for attendance.

65. The whole of that charge running through the accounts for courts and committees consists of that guinea paid to the members?—Yes.

66. Is that for attention which is paid solely to the affairs of the school or to the affairs of the Mercers' Company in general?—It is for the committee of St. Paul's school; and the guinea is charged to the estate.

67. You have not quite understood what I meant. What I wanted to know was, whether those sums, which are set down here, are all paid to the members of the Mercers' Company in consideration of a duty performed towards the school simply, or for attention to the business of the Mercers' Company in general?—No, it is a payment for duty performed by the Governors of the school as such.

(*Mr. Barnard.*) And solely for matters connected with the school.

68. There are a great number of donations and subscriptions in the account, which amount to a considerable sum. Do you know how much they amount to. I mean the donations and subscriptions that are not legal charges, and are not given positively to any member of the school. What do they amount to?—(*Mr. Lane.*) I do not know; one cannot take them out very well.

(*Mr. Barnard.*) They are donations to neighbouring churches connected with the Coletine estates and other matters.

(*Mr. Lane.*) I have already stated that the Company consider themselves squires of certain estates.

69. Are all those donations given by the Company in performance of what they consider their duty as owners of the land?—Yes.

70. For instance, there is a donation to the lecturer of St. Dunstan's. Is that a local charge, or is it in the nature of a subscription?—Would you have the goodness to point it out?

71. It is "Afternoon lecturer, St. Dunstan's, "Stepney." What I mean is, is Stepney part of the Coletine estate?—It is given in consequence of some of the revenues being derived from that neighbourhood. As I said before, we are squires of that estate.

72. It is a donation of 10 guineas?—Yes, I imagine that must be it.

73. I see also a donation which appears to be a donation to the widow of a gentleman mentioned in the accounts. Did he perform any services to the school?—He was the second or third master of the school.

74. Is it the custom of the Company to pay donations to the widows of masters?—I think it is.

75. Do you pay also annuities to retired masters; I think I understand from the accounts that you do?—Yes, we do.

76. I perceive also that there is a considerable sum paid in the course of the year to gentlemen who formerly belonged to the school, and who have distinguished themselves at the universities and in other places. Is that a customary payment out of the revenues of the school?—It is a customary payment out of the revenues of the school; but we have had an investigation of that matter, because even those who have been to college, unless they have refreshed their knowledge, are not acquainted in all respects with these matters. Mr. Blakesley, who has investigated the whole case, has laid down a programme of rewards to be given for certain distinctions, and on that we have since proceeded.

(*Mr. Blakesley.*) The Commissioners must not imagine that I originated the plan of giving rewards. The scheme which I drew up was rather to limit the rewards which had been usually given; and it has limited them.

77. (*To Mr. Blakesley.*) Is it in your power to inform the Commission what annual amount of money has been expended in that way?—I do not know, exactly; but it will be less than it has been.

78. Has the practice been to make the allowance in particular cases as they arose, without any reference to general principles?—I think there has not been sufficient reference to any principle or standard whatever.

(*Mr. Barnard.*) We have never given anything, except to young men who have in some sense distinguished themselves.

(*Mr. Lane.*) But there has been no programme or standard by which we could regulate the relative value of certain distinctions.

79. There is a sum recurring here of 20*l.* It recurs more than once; in point of fact, it appears to recur quarterly, paid to the accountant. May I ask what the duties of the accountant are, as distinguished from those of the receiver, and the duties of the clerk of the Company?—The clerk of the Company attends to the general business of the Company, and is the official superintendent of all the accounts that are carried on in the office of the Company. The receiver simply receives the rents and gives in his account to the accountant, who has his own mode of stating the accounts. I do not know what the clerk of the Company does more than superintend that, nor whether he considers himself personally responsible.

(*Mr. Shuttleworth.*) The accountant is responsible to the clerk.

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80. Is the accountant responsible to the clerk?—(*Mr. Barnard.*) Yes.

(*Mr. Shuttleworth.*) He is appointed the accountant of St. Paul's school at 80*l.* a year.

81. There are also mentioned here a beadle and under beadle; are both those necessary officers. Are they ancient offices?—(*Mr. Barnard.*) Both ancient.

82. Are they necessary?—I fancy so.

(*Mr. Lane.*) I suppose, from times immemorial, the Company at their official visitation of the school have always been preceded, as is the usual custom in City Companies, by the beadle carrying the mace before them.

83. I observe there is a considerable charge for upholstery. Is that for the upholstery furnished to the school?—*Upholstery* means whatever is included in the bill of the upholsterer, which relates entirely to things furnished for the apposition day.

84. It seems a considerable sum in the course of a year?—The term *repairs* includes fixtures as well as ordinary repairs, and is applied to the whole building, including school and residences; the masters furnish their own houses. It was only yesterday that I had a letter from one of the Masters of the school, begging that I would give directions to a proper person to have his kitchen grate mended.

85. (*Lord Lyttelton.*) Is it a boarding house to which you are alluding?—No, one of the Master's houses.

86. (*Mr. Vaughan.*) You will find repairs mentioned there. There are repairs, and very large ones. There is an item of 58*l.* 11*s.*; and then there are repairs, again, of 18*l.* 4*s.* 10*d.*; then, repairs, 267*l.* 1*s.* 5*d.*?—(*Mr. Shuttleworth.*) There was a great deal of painting and doing-up last season.

87. There is a sum of 84*l.* 7*s.* 4*d.* for bookbinding. Is that for the school library?—

(*Mr. Lane.*) It is for the school library; this library in which we are now sitting. There were considerable additions made last year, and that embraces the additions to the French books that were made.

(*Mr. Shuttleworth.*) I do not think it does.

88. There is a charge of 40*l.* 16*s.* for examination papers. Is that simply the charge for printing them?—There are certain bills sent in which we have to pay.

(*Mr. Barnard.*) I think the High Master could give you all the information that you may require upon that point.

89. There is a curious item here; Taverner. Is that a name or an office?—It is the name of a boy who distinguished himself. They have put the name in without any explanation.

90. There is a considerable sum, I observe, for "proportion of the apposition dinner." May I ask what is the meaning of the proportion of the apposition dinner?—The meaning of it is this, that Dean Colet permitted the Governors of the school to have a little dinner once a year, and we have added considerably to that, and frequently have the "assist-"ance," as the French call it, of noblemen and gentlemen like yourselves. Indeed, I should be glad if you would honour us on the next occasion.

91. (*Lord Lyttelton.*) Your proportion alone, which is but a fraction of the cost, is about 200*l.*?—200*l.* is debited to the funds of the school, and the Company make up the deficiency, wine included.

92. Who pays the rest?—See preceding answer.

93. It is a charge on the Company's funds?—Yes.

94. (*Mr. Vaughan.*) I observe here a sum of 425*l.* 5*s.* 6*d.*, law charges. Is that the cost of any particular law-suit, or does it furnish a mere average of the law charges of the estate for the year?—I am afraid the present law charges of the suit will be more like 4,000*l.* than 400*l.*

95. Does that furnish the average amount of the law charges only?—It does not; 360*l.* apportioned to a particular lawsuit: the remainder is the ordinary charge for the year; for of this 425*l.* 5*s.* 6*d.* there is 377*l.* 17*s.* 4*d.* occasioned by the Rothschild suit.

96. (*To Mr. Lane.*) May I ask what is the general average?—

(*Mr. Lane.*) The ordinary law-charges do not amount to 100*l.* per annum.

(*Mr. Barnard.*) It may be some part of the charge, at the commencement of the suit; but I know the charges which are already delivered to us amount to something like 4,000*l.*

(*Mr. Shuttleworth.*) I think part of that charge does appertain to the commencement of that suit.

97. (*Lord Devon.*) I suppose that the charge of 25*l.* quarterly as the clerk's salary is a fair remuneration for that part of his time which is devoted to the affairs of the school?—Yes.

98. And is the same principle applied to other charges; that is to say, are they paid partly out of the general fund and partly out of the school fund?—Yes.

99. (*Lord Lyttelton.*) There is a sum charged, "October 10th, Dr. Kynaston, one year's interest on "111*l.* 11*s.* 6*d.* consols, due July 5th; and on "102*l.* 13*s.* 11*d.*, ditto, 3*l.* 1*s.* 8*d.*" What fund is that?—(*Mr. Lane.*) The 111*l.* 11*s.* 6*d.* is a sum invested by Dr. Sleath, named in our books "The High Master's Prize," and the 102*l.* 13*s.* 11*d.* is a fund, named "The Milton Prize Fund."

100. In the first place there is "High Master, "quarter's salary, 225*l.*"?—That is Dr. Kynaston's salary.

101. When we look at the schedule on page 13, which gives a list of the present emoluments of the masters, we find that the High Master's salary is put down at 900*l.* a year?—Yes.

102. That I suppose we may take to be the total amount of his official income?—In addition to that the High Master has the rents of two houses at Stepney, a residence for himself, with rates, taxes, and repairs found him, and a gown every year. I imagine that is the point you were referring to.

103. (*To Mr. Barnard.*) Do you know whether that has been commuted?—

(*Mr. Barnard.*) No, it has not.

104. (*Lord Lyttelton.*) We may take the Master's income at somewhat under 1,000*l.* a year, besides which he has a house free?—(*Mr. Lane.*) Yes; "900*l.* a year in hard money," but you had better ask Dr. Kynaston himself what the rents of the houses at Stepney amount to, because it is not a matter for us to inquire into.

105. A money income under 1,000*l.* a year?—Yes, with a house besides.

106. Are the Company satisfied that they can obtain for that income a first-class man as High Master?—I may answer that we consider it is sufficient.

107. For a man of high standing. What I mean is, whether in the event of a vacancy occurring the Company would feel any doubt of obtaining a man of first-class scholarship to succeed him?—It is impossible to say what the Governors would contemplate doing in the event of a vacancy occurring.

108. You would not find any difficulty in supplying his place at that salary?—From my own experience as one of the Governors, we should have no dearth of candidates.

109. The question has never been considered, has it, with reference to increasing that amount?—The question has never been considered of increasing the amount direct from the Company.

(*Mr. Barnard.*) The salary used to be 600*l.* a year, in Dr. Sleath's time, and has gradually increased to 900*l.*

(*Mr. Lane.*) It must be understood that what has been given to Dr. Kynaston has been given because he made an application to the Governors, some time since, stating that he did not find it convenient to take boarders, and an order was made that he should

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not, but that he should be allowed an additional income. I think that income was 100*l.* a year, and then besides that, as your Lordships have seen, they took a certain portion of his house for the use of the school, as class rooms, and they assigned him 100*l.* a year for that, previously to which the Governors had increased his stipend by 100*l.*, so that the original 600*l.* a year is now increased to 900*l.* in that way.

110. (*Lord Lyttelton.*) How long ago was it since the income was 600*l.*?—It was in Dr. Sleath's time, but I have not been sufficiently long in the Court of Assistants to know how long he held the High Mastership.

(*Mr. Barnard.*) I should think it has been increased about 11 years.

(*Mr. Lane.*) I should not like to make any guess upon the subject. I know it has been increased for a considerable number of years.

111. The other three masters are, I think, appointed by the Court, are they not?—Yes.

112. They all have residences found them. Are they residences for married men?—Yes; originally, I should tell you, before this present school was built there were residences for three masters. The Company only recognized three masters, the High Master at that time having the addition of one assistant, who took what are called the fifth and sixth classes. That assistant was generally a young man whom he appointed himself, but the Governors of the school made that assistant the fourth master, appointed him and paid him themselves.

113. Those three payments are all fixed, are they not? 400*l.* for the surmaster, 350*l.* for the third master, and 300*l.* for the fourth?—I think we have added to the third master's salary, or was it the fourth that was increased?

(*Mr. Barnard.*) No, the fourth remains the same. You will see by a note at the bottom that since the list was sent in the third master's income has been increased to 350*l.* per annum. Before that it was 320*l.*

114. Have there been in your recollection frequent vacancies in those three masterships?—I am not sufficiently acquainted with the school to know what vacancies have occurred, but I imagine there have not been very frequent changes here.

115. What I mean is, do the masters remain in the school long?—Yes.

116. (*Lord Devon.*) Did Dr. Kynaston's predecessors take boarders?—Yes, and he did also at one time.

117. Had it been the practice of former High Masters to do so?—Yes.

118. Then did Dr. Kynaston continue to take them when he came here first?—Yes.

119. And it was his own wish to discontinue doing so?—Yes.

120. And that was the reason why his salary was increased?—Yes, it was increased 100*l.* a year in consequence of his giving up keeping boarders.

121. (*Lord Lyttelton.*) Was it only the High Master who took boarders?—No, the other masters took boarders as well.

122. Did they discontinue taking them at the same time, or was there any order upon the subject?—There was no order passed upon the subject by the Court of Assistants with the view of preventing boarders being taken by the under masters, but there was in the case of the High Master, and it was then ordered that 100*l.* should be given to him in lieu of his taking them.

123. (*Mr. Vaughan.*) Was that prohibition against taking boarders by the High Master solicited by the High Master himself from policy?—I believe it was solicited by the High Master, and was willingly acquiesced in because the feeling of the Court of Assistants certainly was that it would be better he should not.

124. Did that feeling arise from any desire on your part to limit the school simply to day boarders?—I think it was considered that such a system would prevent the possibility of any inducement to favouritism on the part of the High Master towards any particular boys.

125. They thought, perhaps, some attachment might arise between the High Master and particular boys?—Yes, which of course could not apply to the other masters.

126. That is only because their power is not the same?—Exactly.

(*Mr. Barnard.*) They teach the junior classes, and there would not be likely to be any favouritism at all in their case.

127. (*Lord Lyttelton.*) Are the Commissioners to understand that the under masters may not take boarders if they choose?—(*Mr. Lane.*) The under masters may take boarders; there is nothing to prevent them.

128. But in point of fact, they do not?—No, but they are at liberty to take boarders if they choose.

129. (*Mr. Vaughan.*) Has the effect of that prohibition with regard to boarders been at all calculated to alter the character of the school or the class of boys resorting to it?—Many years ago the boarders were a class of boys distinct in their social position from the other boys in the school, but that was before Dr. Sleath came here; but almost immediately on his coming the class of boys gradually assumed a higher position in society. Generally speaking, the class of boys who come here consists of the sons of clergymen, barristers, surgeons, solicitors, physicians, and tradesmen of respectability, who have earned money enough to wish their sons to take a higher position in society. That is the class of boys generally who come here now, but it was not so in Dr. Roberts's time, because, except the boarders, the class of boys who came then, generally speaking, was inferior.

130. Do you think the class of day scholars now is upon a level with what used to be the class of boarders?—I should say so.

131. You do not think that the prohibition has at all affected the social position of the school?—Not disadvantageously.

132. (*Lord Clarendon.*) Perhaps, Mr. Lane, this would be the proper time to ask whether you think the position of the school here, in the heart of the city, is disadvantageous to it, and whether the question of its being removed to a distance from London has ever been entertained by the Court?—The question has been entertained, my Lord, by the Court, and the Court has taken a decided action upon it in following out the instructions of Dean Colet, with reference to seeking the aid of learned and discreet persons upon the subject. They laid that question before three distinguished persons, who were educated at St. Paul's school, namely, the Bishop of Llandaff, the Bishop of Manchester, and Lord Chief Baron Pollock. In addition to those gentlemen, we also sought the advice of the Bishop of London, who, having been a schoolmaster himself, we thought would be in a very good position to give us valuable advice, and all those gentlemen with one assent gave their opinion against the existing site of the school. At the same time, I think, they all agreed in this, that the school was intended by the founder to be a school attached to the metropolis, and therefore ought not to be taken away to a considerable distance from its present site, but they thought the existing site was unfavourable.

133. You say you have already taken action by consulting learned and discreet persons. Have you taken any action, or do you propose to take any with respect to carrying that opinion into effect?—No; the Governors were naturally, some of them, influenced by the opinion of the High Master, who was against the removal, and others, of course, from other feelings. Early association with that spot which they considered sacred as the spot selected by the founder. There were other considerations with respect to the difficulty of finding a proper spot where we could go, and all these things have operated so as to leave the matter completely in suspense, and since the decision, or rather the sentence, of the gentlemen to whom we referred the matter, nothing has been done.

134. I suppose that even if the Court were disposed to give effect to the opinion they have obtained, they would still think it incumbent upon them to maintain the character of a London school?—Undoubtedly.

135. Of a day school?—I believe there is no division of opinion upon that point.

136. Is that the opinion of the Court of Assistants?—(*Mr. Blakesley.*) I do not take that view myself, as a member of the Court.

(*Mr. Lane.*) I am not aware that there is any other opinion entertained.

(*Mr. Blakesley.*) I contend it is not specially a London school, but intended by the founder to be an universal school. Any proceedings which we (the Governors) took in respect to it were taken upon the questionable theory that it was intended for the benefit of the London population, of whatever country they might be. Practically, it is now a London school, because there being none but day boys, the ambit of the school is limited to a small area; but from the contemporary documents relating to the school, I think it was originally intended as an universal school.

137. What do you consider to be the meaning of the words "boys of all nations and countries"?—(*Mr. Lane.*) I imagine that the Governors of the school have acted in this way: They have looked upon London as the great commercial metropolis of the world. Dean Colet intended that there should be no privileges, or franchises, or liberties, or guilds, or anything whatever that might act as an impediment to the general and universal advantages of the school; and in drawing out that deed probably they exhausted the words which were in general use by practitioners in former days. I imagine his real intention was, that whoever lived in London, of whatever nation or country he might be, could be brought to that school, and educated therein.

138. Where do you gather in Dean Colet's ordinances that those boys of all nations and countries are to be resident in London; they may come from all parts of the world, and be educated here?—My belief is, that Dean Colet originally did not contemplate boarding houses attached to the school. He intended it as a day school, and therefore, as I conceive, he opened it for the children of all nations who might be resident in London; that is to say, he would allow of no particular privileges to any distinct class of persons.

139. You think you have evidence of his intention that it should be a day school?—No, my Lord. I am only arriving at a conclusion. If your Lordship asks me whether I can fix upon any distinct evidence, I can fix on nothing but the general impression derived from the fact that it was a day school. Of course I am much in favour of the masters having boarders, because whatever adds to the character of the school is an indirect advantage to it, and whatever adds to the influence of the master must sustain and add to the character of the school.

140. (*Lord Lyttelton.*) Can you give any reason why the present masters do not take boarders; as I understand, it is open to them to do so, and, generally speaking, it is a benefit?—I believe the impression is, that the principle which attaches to the High Master also attaches to them, which is quite a mistake.

(*Mr. Barnard.*) They do not choose to do so, I think. If you look at the fifth paragraph of the ordinances, it is clear that the children must be day scholars; although they may originally be of all nations and countries, they are to go into the school and return at certain hours, and they are not to bring meat or drink into it, and certain other regulations are enjoined, so that we cannot put any different construction upon it other than that it was intended to be a day school.

141. Where do the parents of the boys, as a matter of fact, generally live; are there any of them who live out of town?—Many of them live in the outskirts of London, such as Dulwich, and other suburbs, and the railways now enable boys to come to school even when they reside at a considerable distance. That is one reason, in my opinion, why the character of the class of boys who come to this school has improved.

142. (*Lord Clarendon.*) With reference to the opinions expressed relative to the removal of the school, should you be favourable to its removal into the country?—(*Mr. Blakesley.*) Well, my Lord, if I were called upon to decide the matter, I should certainly say yes; but considering that there is a strong feeling among the Governors against it, my opinion would rather be for the employment of the surplus funds in the establishment of another school in the country, keeping this on its present footing as a day school for London. Not that I think that would be the best possible course, but the best consistently with the strongly expressed feelings of the great majority of the Court of Assistants. It is not to be taken as an absolute opinion, but as an expression of what I think would be the most beneficial course practicable.

143. (*Mr. Vaughan.*) You mean that you consider the position of the school in St. Paul's churchyard, as prescribed by the founder, was with the view of bringing the people of all nations and countries here, and that he thought that was the most desirable spot for that purpose. Did I not understand you to say that?—(*Mr. Lane.*) No, not that exactly. The real truth of the matter was, that Dean Colet found a school, called St. Paul's school, here in existence. It had been created in the time of Richard II. What became of that school I do not know, whether he laid hold of it does not appear particularly clear, but it is plain he found a school here called St. Paul's school, which he attached to the Mercers' Company, and the reason why he happened to enjoin that it should be a school for all nations and countries was probably because the original St. Paul's school was circumscribed in its scheme. Certainly in my opinion his intention was that this school should be a metropolitan school, open to the sons of people of all nations and all countries.

144. I do not understand you to be of opinion that at present its position in London has the effect of bringing people of all nations and countries here now?—No, certainly not.

(*Mr. Barnard.*) I think there is not a single foreigner in the school at present.

145. (*Mr. Vaughan.*) I was going to ask that whether in point of fact there is any foreigner?—Not one.

146. (*Lord Clarendon.*) Are there any restrictions with respect to religion as regards the admission of the boys into the school. Must they all be Protestants?—They are examined by Dean Colet's rules, according to the catechism that was in existence in his time; but I do not think that there is any exclusion of Roman Catholics.

147. Is that part of the entrance examination?—The entrance examination is simply that a boy shall be able to read and write competently. Generally speaking, it is considered that he must be able to write a passage from the New Testament.

148. On his entry into the school there is no inquiry as to his religion?—No inquiry as to his religious denomination; but there is an inquiry as to whether he has been baptized.

149. (*Mr. Vaughan.*) Do any conditions made as to the profession of religion go beyond the founder's ordinances?—(*Mr. Lane.*) All that we exact is, that a boy shall be brought up christianlike, and that he shall be the child of Christian parents; that is understood to be in accordance with Dean Colet's ordinances, and the certificate of the baptism of the child is invariably required.

150. (*Lord Devon.*) Are the Latin prayers read in the morning?—I do not know the practice.

(*Mr. Barnard.*) They were in our days.

151. (*Lord Clarendon.*) The original charters or instructions are not in the custody of the Mercers'

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Rev. M. Barnard.
Rev. J. W. Blakesley.
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Company, I believe?—(*Mr. Lane.*) We believe that they were burnt in the fire of London.

152. But these are copies of them?—Yes, these are copies; and there are also copies, we believe, in the Tower.

153. Copies in the Tower?—I believe so; our solicitor has stated that as his belief.

(*Mr. Barnard.*) In the Record Office, I suppose.

(*Mr. Lane.*) Yes.

154. The masters of the school are elected annually. Is that merely a form, or do you consider that the master is liable to be deposed?—It would be a very extreme case indeed that would warrant the Governors in entertaining the question. The master is annually elected.

155. That is to say, the form of re-election is gone through every year?—Yes. He is called in and is informed that his place is vacant, and then he is asked if he wishes to apply for the vacant appointment. He retires, and in a few minutes he is called in and is told that he has been appointed to the vacant appointment. Dr. Sleath resisted that practice and endeavoured to set it aside, but it only created an unhappy feeling between him and the Governors. The Governors acted upon the statutes of the Founder, but how far Dr. Sleath acted erroneously I cannot undertake to say.

(*Mr. Barnard.*) He applied for a *mandamus*, which was considered quite an useless proceeding.

156. (*Lord Clarendon.*) Then, in point of fact, at the annual election any other person might apply for the vacant mastership, which they would be entitled to consider was vacant at that moment?—Yes, but I think they might save themselves the trouble.

157. But the masterships are actually declared vacant once a year?—(*Mr. Lane.*) Yes.

158. (*Lord Lyttelton.*) Are they liable to dismissal: is there any doubt as to the Court of Assistants having the right to appoint?—None whatever.

159. (*Mr. Vaughan.*) Do you consider that formality of re-election every year gives the Court of Assistants any advantage in case of there being anything objectionable in the master. Do you think it would afford any facility for removing him that they would not have without it?—Yes; in case of any gross immoral conduct or proved incapacity it would probably be of great advantage.

(*Mr. Barnard.*) It would give them a much stronger hold than they would have without.

160. (*Lord Devon.*) How does that bear on the chance of getting good candidates?—(*Mr. Lane.*) It has its effect. Whenever there is a vacancy, an advertisement is put in the papers in which the rule of the Company is stated, and no doubt it does deter some persons from applying.

161. Have you, however, in point of fact, had a great choice of masters?—Yes.

162. Practically within the last five years?—Yes, though they have not differed very much.

163. You think that, generally speaking, they have been men of high qualifications?—Yes.

164. (*Lord Clarendon.*) The number of boys is fixed by Dean Colet at 153?—Yes.

165. You thought it necessary to apply to counsel to ask whether you could not set that ordinance aside?—Yes.

166. Do you know on what their opinion in the affirmative was founded on as regarded that ordinance more than any other?—I do not recollect. I am not sufficiently acquainted with the case. All I can recollect was that it was submitted, and an opinion was given to that effect. I presume they went on the fact that there were general powers given to the Governors under Dean Colet's ordinance to alter and amend according to the changes which time might introduce.

167. To what extent have the numbers been increased; not to any great extent, I believe?—The number of boys has never been increased.

168. Each scholar, I think, is nominated by the court in rotation?—Yes.

169. (*Lord Devon.*) How was that reference to counsel made? Was it in consequence of any representation from the High Master, or from any person connected with the imparting of instruction in the school, that it would be desirable that the number of boys should be increased?—I think the question was raised a good many years ago.

170. By the High Master?—No; by the Governors.

171. Did you ever receive any representation from the authorities of the school to the effect that its prosperity would be in all probability augmented by the increase in the numbers?—Does your Lordship mean by the schoolmaster?

172. No?

(*Mr. Barnard.*) I believe it to be Dr. Kynaston's private opinion though.

173. (*Lord Devon.*) I was asking whether any formal representation had been made?—(*Mr. Lane.*) No.

174. (*Lord Clarendon.*) The scholars are nominated by the Court of Assistants in rotation?—Yes.

175. How many members does the court consist of?—Twenty-eight.

(*Mr. Barnard.*) It cannot exceed 31, by Charter of Charles II.

176. About how many vacancies take place in the course of a year?—About one a year to each member.

(*Mr. Blakesley.*) Hardly so many as that. I think about two in three years.

(*Mr. Lane.*) I think we made inquiry about that. It is not so many as one a year, certainly.

177. Has the Court of Assistants ever considered whether the character of the school would be promoted by nominating scholars who should compete with others, or do they think it best that the present system of filling up the vacancies by nominating them in rotation should be continued?—The question has been considered, but it has been made a privilege on the part of the Governors that they should each appoint the child of some friend of their own, or at least somebody who was recommended to them. There was one case of a surgeon in my own parish who had 12 sons, three of whom have been nominated in succession to the school.

178. (*Lord Devon.*) Independently of open competition, has the question of the introduction of a modified system of competition ever been considered; as for instance, that one gentleman should nominate three boys, and that the best of those three should obtain the vacancy in the school?—I should think that the introduction of such a system would be very advantageous.

179. That would be a competition among nominees?—I think it would be meeting the question in a very nice way.

180. (*Lord Clarendon.*) He might appoint three boys, only one of whom should be entitled to succeed, so that the school should in fact consist of the best boys?—Yes.

181. (*Lord Lyttelton.*) All expenses whatever are defrayed by the Company, and the boys are put to none?—None whatever.

182. Of course they have to pay for their books?—Yes.

183. (*Lord Clarendon.*) Not for being taught?—No.

184. They pay nothing whatever in the way of fees?—No, all the fees have been done away with.

(*Mr. Barnard.*) I think they have never paid any.

(*Mr. Lane.*) A shilling is paid by every boy on his admittance, to the school-porter. By Colet's statute the admission payment is four-pence, iiii^{d}.

185. (*Lord Lyttelton.*) Books are the only expense?—Yes.

186. (*Lord Clarendon.*) The Court of Assistants decline all responsibility as to where the boys live, or dine, or sleep; anything in point of fact beyond

the responsibility which attaches to them in respect of the boys' behaviour in school hours, do they not?—They do.

187. Do you not think that is disadvantageous to the school?—Certainly, my own private opinion is that it disadvantages the school; I think it is very disadvantageous to the boys in a moral point of view.

188. Practically, how does the system work here? Where do the boys feed?—They go where they can; some to coffee houses, some to dining rooms, some to one place, and some to another. I believe the boys, generally speaking, are virtuous and well conducted, and do not necessarily contract any expensive habits. Still, if they had a great deal of money in their pockets, as many boys have, it would be very mischievous.

189. I suppose they have an hour or an hour and a half in the course of the day?—Yes.

190. (*Lord Lyttelton.*) Have the Court of Assistants ever considered the possibility of appointing certain houses to which some of the boys might resort for dinner?—They may have done so, but I think they rather consider that they ought not to take any responsibility upon themselves in the matter.

191. Should you see any difficulty in the adoption of such a course as that, by which certain houses in the immediate neighbourhood might be used for boys to resort to?—I should think that if any expression of opinion on that point were made by the Commission, the thing would be fairly taken up and discussed, but as the opinion of one or two members of the Court it would not have sufficient weight to induce them to enter into the question.

192. Is it not the custom of the High Master to take in some boys to dine?—That is a private regulation. It is not considered contrary to stipulation.

193. The Governors consider it clear that there is no responsibility under the obligation to educate the boys, except the responsibility which attaches to them for their conduct while in the school?—They consider it simply a day school.

194. (*Mr. Vaughan.*) You say in the answers that the Court of Assistants have no responsibility, neither have they any knowledge of the places in which the scholars reside. But as a matter of fact, do you happen to know whether there are any houses in which the scholars reside not being their parents' houses?—I believe there is a clergyman in Charterhouse Square who takes some of the boys to live with him, but I am not quite certain.

195. Are we to take it that there is no limitation in that respect?—I have heard that there are clergymen in the neighbourhood who take some of the boys, and I know myself that there are clergymen in some of the suburbs of London who would be glad to take the boys.

196. Then in point of fact there are some boys who are boarding in houses not very far from this school, although the Court has no official cognizance of the fact?—No doubt.

197. Can you say what number of boys board in that way?—No.

198. Are there several?—I should say there are several.

199. And over those boarding houses the Court of Assistants can exercise no control?—None whatever.

200. And if they were living with any tradesmen of the neighbourhood the Court would be equally ignorant officially, and it would be competent for any tradesman to receive them without any notice being taken of it?—Quite so.

(*Mr. Barnard.*) I think seven-eighths of the boys, however, live with their parents.

201. Do you think there is anything objectionable in their having the power of residing in the neighbourhood in that way, in houses where the Court has no control?—(*Mr. Lane.*) I should think it most desirable that the High Master under the authorities of the school should have some sort of control or supervision. It should be of the most delicate character, but at the same time, I think he should have some voice as to the houses to which scholars may come from different parts of the country. Suppose that a merchant who had retired from business, and who was living at Dulwich, wished to remove to Hampshire, he would not like to take away his boy from the school, and in such a case I conceive that a gentleman, who has lived in the neighbourhood of London, and who chose to retire to Hampshire, or to some distant part of the kingdom, and who did not like to take away his boy from St. Paul's school, but on the contrary wished him to finish his education there, would be glad if he could place him in some recognized boarding house, but at the present moment there would be a difficulty as to where he should place his boy, seeing that none of the masters take boarders, and that they would have no moral or official control of any kind over the boarding houses of the neighbourhood. The parent would therefore be reduced to the alternative, either of sending the boy to a house where he would be under no moral supervision, or of taking him away from the school altogether.

The witnesses withdrew.

WILLIAM LETHBRIDGE, Esq., M.A., called in and examined.

W. Lethbridge, Esq.

202. (*Lord Clarendon.*) You are Mathematical Master of St. Paul's school?—I am.

203. How long have you been so?—At least, I was appointed at Christmas 1854.

204. How many other masters are there?—There are no other purely mathematical masters, but there are the assistant classical masters, *i.e.*, the sur-master, and two other masters, and these three masters teach mathematics.

205. They being classical masters?—Ordinarily, classical masters.

206. You are the chief mathematical master?—I am.

207. Are you a university man?—I am a graduate of St. John's College, Cambridge.

208. You are the first university man the school has had, I believe?—Yes. Previously to my being appointed, there was a master who was not a university man. I do not know for how many years he was here, but not a great number, 10 or 12, perhaps. I believe that previous to that time no mathematics were taught at all.

209. When were mathematics first taught here?—I presume they were recognized when my predecessor was first appointed.

210. When was that?—I do not know the exact date, about 1842.

211. Will you have the goodness to tell us how the school is divided with respect to mathematics?—The whole school, consisting of 153 boys, is formed into four divisions, wholly irrespective of the classical arrangements. The upper division, which I take generally consists of about 32 boys. The next would contain more than that number, probably 37, and the other divisions would be still larger, over 40. The lowest division would be the largest. I take the first division; Mr. Kempthorne, the sur-master, takes the second; Mr. Hudson, the third master, takes the third; and Mr. Shephard takes the fourth.

212. What branches of mathematics are taught in each of these classes?—In my division Euclid, arithmetic, algebra, and trigonometry.

213. How far do you go in Euclid?—We take the first four books, the sixth, and the eleventh, omitting the fifth. There are only one or two of the boys who are capable of going beyond trigonometry, and, of course, if any boy did go beyond that, the extent to which mathematics would be taught would be only limited to the capacity of the boy, and the time he would stay at the school.

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214. These branches you have just mentioned are, as far as the average of the school is concerned, the extreme limits to which you teach mathematics?—Quite so. The second division would take elementary algebra, the first two books of Euclid, and arithmetic. The third, I believe, takes arithmetic only, and the fourth arithmetic only.

215. Do you know how far they go in arithmetic?—I do not.

216. They are under the classical master?—Yes. I am the head mathematical master, but I have no control over the other masters. I have nothing whatever to do with them, nor have they anything to do with the mathematical arrangements in the case of those whom I teach.

217. Have you any communication; do you not confer with them with respect to the classes?—I do confer with them, and make any suggestions which I think necessary, but I have no power of making any regulations or examining them, or supervising their tuition.

218. Is your *status* in the school the same as that of the classical masters?—I am a non-resident, I have no house; so that at present I should probably be rather recognized more as a supplementary, than as having the *status* of a resident master. Besides this, I attend a very short time in the week.

219. How many hours do you attend in the week?—Four hours.

220. That is to the first division?—Yes.

221. (*Lord Lyttelton.*) Do you say that each boy gets four hours' tuition a week, and that the study of mathematics is obligatory upon every boy in the school?—Quite so. The whole school, for these hours, is given up to the mathematics, and the arrangement of the boys is according to the mathematical proficiency.

222. Have they to spend time besides in preparing their lessons?—My boys have to prepare Euclid, which is only dealt with in school, in order to see how far they have done it.

223. How long will it take them to prepare their work?—I should think it would take a boy nearly an hour each time, that is to say, an average boy. That would be twice a week, I require them to bring Euclid on each occasion.

224. That they have to prepare at home?—Yes.

225. Is there any examination in mathematics?—There is an annual examination, papers are set in mathematics.

226. Who are they set by?—Mr. Besant is the mathematical examiner, late a fellow of St. John's College.

227. Does the study of the mathematics affect the promotion in the school?—Only the promotion in the mathematical divisions; not that in the classical portion of the school.

228. Is the examination once a year?—Once a year. It is called the apposition.

229. Is it a public examination?—No. The examination in itself is not public. Papers are set; but there is a public proceeding at the end, commonly called the apposition speeches. The actual process of examination is in no way public. The examiners are here, I am here, and one or two of the masters are here.

230. Is it an examination only by papers?—It is *vivâ voce* also. The papers set last year you will find in the apposition book.

231. Do you consider that, in general, there is a fair proficiency in mathematics among the school?—Considering the very small amount of time that is given to them, I do.

232. Do not the other mathematical masters in the school endeavour to prepare their boys to enter into a higher class. Is there any communication between you and them?—Quite so. There is a communication between myself and Mr. Kempthorne. He will be training them in the elementary portions of algebra, the first books of Euclid, and arithmetic, and he will occasionally consult me.

233. Do you consider the present system of mathematical teaching open to any objection?—I consider it open to serious objections, and the first is the small amount of time that is given by the whole school to that study. The number of boys in each division is so great that they cannot possibly get from any one master that amount of assistance which they ought to have. The system is open also to the objection that it gives no facility whatever for the special cultivation of mathematical taste which any one particular boy may possess.

234. Are you prepared to suggest any improvement in the way of conducting the mathematical tuition?—I would suggest that a greater amount of time should be given to all the boys in the school; that there should be a regular arithmetical master appointed; that the numbers in the classes should be diminished; and also that some special arrangement should be made as to the boys' work, whereby an opportunity might be given to those boys who show any particular taste for the study of mathematics to obtain proper tuition during some part of the time which they would otherwise devote to other subjects. I will illustrate what I mean by saying, that I know a great many boys in the school who have rather a taste for mathematics in preference to some portions of their classical work; for instance, composition, and I would suggest that an arrangement should be made by which they should be taught mathematics, for which they have a taste, in preference to a portion of the classics for which they have no taste.

235. You would advocate the giving up a portion of the time devoted to classics for the purpose of devoting it to the study of mathematics?—Yes.

236. (*Mr. Thompson.*) That is done here, is it not, to a certain extent?—It is done to this extent, that two or three boys are allowed to employ themselves in learning mathematics in the French afternoons, if they chose. I am here from 2 to 4 on Monday and Thursday afternoons; and any other time that a boy chooses to work, he must work wholly unassisted in respect of these matters.

237. (*Lord Lyttelton.*) Do you conceive that mathematical proficiency might enter more than it does into the system of promotion?—I am not sufficiently acquainted with the system of promotion adopted in the school to offer any opinion upon that point. All that I know is the fact that promotions in my division are obtained wholly from mathematical proficiency, that is to say, that the vacancies caused in my division are filled by the best boys in the mathematical division without the smallest reference to their position in the classical division.

238. (*Lord Devon.*) The mathematical marks count one-fourth in comparison with the classical?—We are to a great extent ignorant of the exact marks which are given. That is a theory laid down at the examination. I believe, however, that the practice is that three mathematical marks are considered to be equal to one classical.

239. Practically do you find that the degree of proficiency in mathematics is taken into any considerable account in the selection for the exhibitions?—I believe that the very small proportion which the mathematical are allowed to bear in comparison with the classical marks does not fairly reward the mathematical boy. I think that an inferior classical boy may, in consequence of that arrangement, gain an exhibition over a very superior mathematical boy.

240. There are no special prizes for mathematics, are there?—In each division there is a class prize, not necessarily limited to one, because the Court would give such prizes as the master would recommend.

241. You mean prizes specially for mathematics?—Yes; the rule is that four prizes should be given.

242. What shape are they given in; books?—Books of a certain value.

243. Are the prizes presented in public?—Not at the apposition. The class prizes are given on a certain day, in the presence of the surveyor assistant

of the Mercers' Company, and probably one or two members of the Court. They attend here, and the prizes are presented by them; but they are not presented at the apposition.

244. There are no prizes given for mathematics under circumstances of the same publicity which attend the distribution of the prizes given for classical attainments?—No; the classical *composition* prizes which are awarded are given away at the apposition, which is quite a public affair.

245. (*Mr. Thompson.*) You reside some distance from the school, I believe?—I live in the Temple. That is not a very great distance.

246. How long have you been mathematical master in the school?—About seven years and a half.

247. Are you, by profession, a barrister?—I am.

(*Lord Lyttelton.*) The boys who study mathematics get none of the *éclat* of the Apposition at all?—None whatever.

248. Do you apprehend that it would be a considerable encouragement if they did?—I do not know that it would be so great an encouragement as the making some arrangement with respect to the exhibitions which would give them some more substantial reward.

249. The prizes which are at present given as a reward for mathematical attainments do not act as a very great stimulus to them?—I do not know how much stimulus there may be between one or two boys, but since I have had anything to do with the school the prizes have been a sort of certainty from the beginning of the year, because I have always had one or two boys who stood out prominently.

250. That must be accidental?—Yes; but taking one-fourth of the school of 153, there is a great difference in the amount of proficiency. I have occasion to sub-divide my class, for they cannot all do the same thing at the same time; therefore I very probably have four or five divisions even out of 32 boys.

251. You have only the first 32?—The first 32.

252. How far do they generally get in mathematics before they leave the school?—As a rule, the boys would get through the first part of Colenso's algebra.

253. Would they get to Conic Sections?—Not as a rule.

254. To trigonometry?—A little plane trigonometry.

255. Any mechanics?—Not as a rule, but I would form a class for that if I could get it.

256. How far do they get in Euclid?—Books one to four, the sixth and eleventh.

257. They would get through portions of Euclid, and elementary algebra?—Yes; I think that Euclid and elementary algebra would fairly represent the general average of the better boys.

258. How far advanced would they be found in arithmetic in the other divisions?—I cannot say.

259. Are they not examined in other divisions?—Yes, but not by me.

260. (*Mr. Thompson.*) What is the highest degree that has been taken by any boy in the school since you have been here?—I have not had any one who has taken a better degree than a senior optime.

261. Have you had a wrangler?—Not that I could fairly call one of my own boys. There have been many wranglers from this school, but they went away before I came to it.

262. What is the highest subject in mathematics that you teach?—The differential calculus.

263. How many of the boys are there who learn that?—I have had three.

264. (*Lord Lyttelton.*) I wish to know how far any of them have ever gone; what is the greatest extent?—In any one single boy do you mean?

265. Yes.—I had one boy who has just left, who went through conic sections, both geometrical and analytical, who had read elementary statics and dynamics and differential calculus.

266. Did he do that in his regular school work?—Yes, but he worked a good deal out of school also. He was a boy who had a great faculty for mathematics, because, as you may imagine, unless a boy had considerable taste he would not have advanced very far with only four hours' instruction in a week. I should have had another and a very good mathematical pupil who would probably have distinguished himself, but unfortunately he died. He got one of the Trinity scholarships purely from his mathematical attainments.

267. (*Mr. Vaughan*) Did the boy whom you have just mentioned, who read those difficult subjects, obtain any advantage from the school in consequence?—He has the *second* exhibition.

268. Do you think he owed that considerably to his mathematical abilities?—Yes, undoubtedly. He obtained a second place in the whole examination on account of his taste for mathematics, because in classics he was inferior to some of the other boys.

269. And notwithstanding that, you do not think that mathematics has sufficient weight in the school?—I think not; and I would illustrate that by saying that the boy who had beaten him in consequence of his classical attainments was disproportionately inferior to him with respect to mathematics.

270. Has he gone to Oxford?—Yes.

271. And the other boy has gone to Cambridge?—Yes. The one who beat him has obtained a scholarship at Wadham.

272. (*Lord Lyttelton.*) Do you think it is desirable, from what you know of Cambridge, that boys should read much of their second-year subjects before they go to Cambridge?—Not to any great extent.

273. You think they ought to be well grounded in elementary mathematics first?—I think if they read the first year's subjects it would be better; but that is hardly left optional, for schools are forced on by the examinations for minor scholarships. When the examinations for minor scholarships include the subject, it is almost essential for the boys to study the differential calculus.

274. Do they do so this year?—They do.

275. You do not approve of that?—I do not. It is possible to induce masters to push on a boy without his having been thoroughly well grounded and thoroughly understanding his lower work.

276. Do you think that a boy of 17 or 18 can thoroughly master the principles of the differential calculus?—I should not think so generally; and I think that the time of the boys would be more profitably employed in making them acquainted with the lower subjects.

277. (*Mr. Vaughan.*) With regard to the weight which mathematics have in the exhibitions, do you think that the present regulations have much affected the general attainment of the boys in the school with regard to mathematics?—I understand you to ask whether I think the boys themselves are really affected by the weight which is attached to mathematics in the exhibitions.

278. Yes; the mass of the boys I mean?—I think the very small weight that is given to mathematics induces boys who possess only an average amount of mathematical proficiency to give themselves to the classics rather than to the mathematics if they want to obtain exhibitions.

279. Do you think the amount of weight which is now attached to mathematics, is sufficient to induce the boys to obtain a state of mathematical proficiency, which, without that amount of weight given to them in obtaining the exhibitions, they would not attain at all. What I mean is, do the boys attain a certain amount of mathematical proficiency, which, if there were no necessity imposed upon them to read mathematics for the exhibitions, they would not attain at all?—I think it is very probable they would not read at all in mathematics without there was some weight attached to them.

280. Is it the effect of the present system then that, although it does not make distinguished mathema-

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ticians, it keeps up a certain amount of knowledge in that branch among all the boys in the school?—Yes, it renders it necessary among the lower boys.

281. With regard to the higher boys, you would prefer a different arrangement in the examination for the exhibition; that is to say, to qualify the boys to obtain an exhibition?—I would give the mathematics a greater weight in the examination for exhibitions.

282. Should you prefer that any number of exhibitions should be purely for mathematics or mainly for mathematics, with a certain quantum of classical proficiency?—I doubt the advantage of having a special mathematical exhibition. The school is small, and I doubt whether we could keep up a sufficient amount of fair mathematical competition for it. I should prefer the exhibitions to be still mainly classical.

283. But with more mathematical weight?—With more mathematical weight.

284. And you entertain some doubt as to whether it would be expedient that mathematics should predominate?—I think in the general education that predominance should be given to the classics.

285. (*Mr. Thompson.*) Would one-third satisfy you?—I think that would be perfectly satisfactory; that is to say, that two mathematical marks should be equal to one classical.

The Rev. H. KYNASTON, D.D., called in and examined.

Rev. H. Kynaston.

286. (*Lord Clarendon.*) You are Head Master of St. Paul's school?—I am the High Master, as it is called, that is the style and title of the office.

287. How many years have you been High Master?—I was elected in June 1838, so that I have just completed 24 years of service.

288. I suppose the Court of Assistants, with whom, I believe, the appointment of the High Master rests, would require him to be a university man?—It has always been so, and I understand the advertisement sets it forth.

289. Do they require him to be in orders?—Yes; Dean Colet's statute rather requires that he should. There is only one instance on record of a layman having been appointed, and that was the nephew of Dr. Bentley; with that exception, all the High Masters have been clergymen.

290. There having been one instance of a layman having been appointed High Master, would induce you to suppose that it was not contrary to the statute that that office should be filled by a layman?—I should think not; so much power is left to the Mercers' Company to interpret the statutes.

291. On the admission of a boy to the school, he is merely required to read and write Latin and English?—Those are Dean Colet's words.

292. How far is that statute observed or acted upon: is that test applied now?—In my answer I have said so. Usually it is understood that a boy should be able to spell correctly his own language. That practically has been the case; but with respect to very little boys, they are made to write their names. It used to be the old custom for the Master to see that the boy on admission could write his name, and if he could, that seems to have been the only condition of admission.

293. At what age are boys admitted: am I to understand they cannot be admitted under 10?—Not under nine. There has been a recent alteration, for we have had boys under seven in former times, but that was when the Masters took in boys, and when many of them lived near the school.

294. Have you ever had to turn back boys in consequence of their not being able to read and write?—I have turned back boys recently, considering the statute not to have been complied with. I have even turned back a boy 10 years old, in consequence of his not being able to spell properly, for ignorance of that kind would tend to prevent the possibility of his being of any use here.

295. (*Lord Lyttelton.*) Is that by a regulation of the Governors?—No, it is only by a general understanding. I have asked the question occasionally, and that has been the result. But the actual capabilities which a boy shall be required to possess on his admission have not been defined at all in any way, though, perhaps, it would be of use if they could be. There is no actual examination more than what the Master chooses to make, as being suited to the age of the boy when application is made for his admission.

296. (*Lord Devon.*) Suppose that you, in the exercise of your discretion, were to consider a candidate unfit for admission for want of sufficient intellectual attainments, does an appeal in that case lie from your decision to the Court of Assistants?—I should return the order of nomination to the member of the Court by whom it was presented to me, together with a specimen of the boy's hand-writing, or something to show that I considered him not sufficiently qualified for admission, and he might either give him another chance by sending him away for a few months or not, according to his discretion.

297. How often have you had to do that?—Three or four times, not more.

298. With what result?—In three cases the boy withdrew altogether; in the other case he came back again, and did better.

299. He satisfied you?—He satisfied me.

300. (*Mr. Vaughan.*) I would ask, in regard to reading Latin, what do you consider a statutable qualification for the admission of the candidate—"He "is to read and write Latin and English"?—We do not take that as implying that he should possess any knowledge of the Latin language.

301. Simply that he should be able to read it and write it?—We take it as simply requiring that he should be able to read and write, and therefore that he should be able to understand what we should teach him, because he learns a great deal of his accidence by reading. We do not require a knowledge of Latin as essential for admission.

302. (*Lord Clarendon.*) Do you consider that the Master, Warden, and Court of Assistants are the supreme head of the school; that is to say, have they the supreme authority, and that you could make no material change without their consent?—I think not. The statutes themselves seem to make the Mercers' Company quite the superintendents of the school in all respects. Although they do not actually interfere with the High Master in his direction, I should consider any important change in its conduct should be brought before them.

303. Have you ever had to bring before them any important change?—Certainly; there have been some very important changes since I have been in the school. Indeed we may be considered to have been almost in a transition state. Modern languages and even mathematics have been imported to a considerable extent into the school since I have been here.

304. And the Court of Assistants have generally been willing to meet you by their advice and recommendation?—Most willing. I may mention as an instance that it was at my suggestion that the class rooms were introduced. We used formerly all to be in one room. Very great changes have taken place, and I must candidly state that the Master, Wardens, and Court of Assistants have always shown the greatest willingness in carrying out any improvement that I have suggested.

305. They have behaved with great liberality?—Very great indeed.

306. (*Lord Lyttelton.*) Has any change since you have been here originated with you, and been approved and executed by the Company?—I cannot claim the merit of having entirely proposed or originated these changes. The constitution of the Company is somewhat peculiar. They have one

gentleman who is called surveyor accountant, whom you have seen to day, who is in official communication with me, and probably I may have a good deal of communication with that gentleman in the course of the year. Things that arise in conversation between us are ventilated in the general committee, and perhaps a great many of the suggestions may have been made by me, more than perhaps I could prove my claim to.

307. I presume that the suggestions originate in the course of conversations between you and the surveyor accountant?—No doubt they would grow a great deal out of that.

308. Is he an annual officer?—An annual officer.

309. Is he chosen annually?—Every year. The Master of the Company is surveyor accountant, and he goes out of office every year. In point of fact we all go out of office; the Master of the school, the surveyor accountant, and all other officers, at the apposition. At present the office is held by a gentleman, who is at the same time Master of the Company and surveyor accountant. and that will continue till September, when they will elect a new Master. The election of the Master takes place in September, but of the surveyor accountant at the apposition in May or June, so there is consequently a time of the year when he is both Master and surveyor accountant. After September the surveyor accountant will no longer be Master of the Company, but some one else, who will become surveyor in his turn.

310. In regard to the appointment of the masters, although that is supposed to take place annually, as a matter of fact, they practically keep their places?—We have practically one election each year, and then it is understood if there is nothing in the conduct of the master that is reprehensible, he is re-elected as a matter of course.

311. The surveyor assistant holds office one year?—Yes.

312. Was the study of mathematics introduced on your recommendation?—It was introduced before I came, but not to a great extent. It was very much remodelled, and very great improvements were made as long ago as 1843.

313. That was at your instance?—It was at my instance, although I can hardly say really whether I could claim credit for it, for they themselves were observing the defects of that part of the working of the school, and were in communication with me about it. They then appointed a gentleman who was to be exclusively a mathematical master, and that office was no longer to be held by one who was also classical master.

314. As to modern languages, how far are they introduced?—That point I urged very strongly myself. We only teach French at present, but we should be glad if we could get a German class; we really, however, have no time, and that is the great difficulty.

315. You are on confidential terms with the Court of Assistants, so that when any improvements are suggested by you, they will be introduced?—I should not have the slightest difficulty in the world in stating my wish to the surveyor accountant, who would convey it to the school committee, the general Court.

316. They have not ordinarily initiated such measures in the school, have they?—No, I think not.

317. (*Mr. Vaughan.*) Do the Mercers' Company have regular meetings on school business with the officers of the Company?—They have a committee, consisting of the surveyor accountant and his assistant, which is Dean Colet's court, the surveyors of the school, as they are called. They are a standing committee, and if anything is under consideration, they would have the first hearing.

318. But is there any stated day in the year in which they meet to arrange school matters?—There is one special school court, the day after the apposition, and another when the exhibitions are awarded; those are the two great meetings which have reference to the school.

319. In case of any communication between you and the surveyor accountant, are there special meetings of the committee?—Yes. I attend on their summons, and they report to the general meeting of the Court of Assistants.

320. You have not found from that supervision of the school by them that you yourself have had less efficient control over the school?—Certainly not.

321. (*Lord Clarendon.*) The sur-master and the assistant masters have no voice, consultative or otherwise, in the direction of the school, but, of course, in any change which would require the consent of the High Master, you would consult them?—Undoubtedly. I am the only responsible person in communication with the Court. They look to me entirely, and they would not take any suggestion from any other master, but, of course, I am anxious to consult with the others on all possible occasions; any suggestions, however, that are made must come through me.

322. You have not any particular meetings, I suppose, to talk over the affairs of the school?—Nothing more than our casual meetings every day.

323. None of them would have any difficulty in communicating their ideas to you?—I should hope not, certainly not.

324. Do you consider that it is by classical scholarship alone that a boy rises to proficiency here?—I consider his rising to mean his promotion from class to class.

325. And that is by classical scholarship alone?—That alone determines his place in the school. To some extent, history and geography are taught, but no more than what classical scholarship requires and implies. Masters, according to their own ideas of discretion, do teach the lowest part of the school those subjects, and I am introducing it more to my little boys than formerly.

326. But it would not affect their promotion?—It would not affect the boy's position; that is to say, his position in the class is affected by classical attainments alone, and by his position in class promotion takes place to the higher class. By classical scholarship, I mean classical rather in opposition to mathematical; the latter, certainly, has nothing whatever to do with his promotion in class, which entirely depends upon his classical attainments, his promotion with reference to mathematics and arithmetic being an entirely a separate and distinct thing.

327. (*Lord Devon.*) Are there any particular parts of the year at which the removal of a boy takes place from one form to another?—At the apposition.

328. Once a year?—Yes, after the examination, which is held every year. There is a public day, which is called apposition day, after the whole school has been examined.

329. And that occurs once a year?—There is one examination of the whole school once a year by the examiners.

330. Then a boy would remain in the same class from one apposition to another?—He would, usually, but in the case of a clever boy he might be removed at Michaelmas.

331. That would be what you term a bye remove?—Yes.

332. Would that depend upon his classical attainments?—Entirely. When a clever boy gets to the top of his class, and is found worthy to be removed to a higher place, he may be removed at any time.

333. Do you examine the classes periodically?—Yes.

334. Once a month?—It would not come round so often as that. I take a class every week, and there are six classes for me to examine. I suppose it would come round a little oftener than once in two months.

335. (*Mr. Vaughan.*) You say that mathematics are excluded from influencing promotion from form to form; is that arrangement a tradition of the school, or has it been recommended by you?—It was not

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recommended by me; it is a tradition, no doubt. The mathematical teaching has been incorporated upon the old system, but it has not been incorporated so far as in any way to affect the boy's remove.

336. Is that arrangement continued for the purpose of keeping the boys on a more complete level as to classical attainments in their classical forms, and do you think it might have a bad effect to disturb it?—We wish to include as much as possible the teaching of mathematics, but the chief object of the school is classics, as a preparation for the university in that branch of learning more than the other.

337. Would it be desirable with respect to the classical arrangement of the school that if any boys got on in mathematics you should not require them to be on a level with others in point of classical attainments?—It would be difficult to combine them, but it would have the same effect.

338. History and geography are not taught in the school in lessons separate from the classical lessons?—They all learn some Greek and Roman history during their progress through the school, besides what they learn in connexion with their classical authors.

339. That is to say, in so far as history and geography affect the examinations as being necessary for the understanding of the classical books?—I have also introduced them to my little boys as separate work instead of the French.

340. In the early part, do you mean?—The first and second classes.

341. The French classes, you say, are for the most part coincident with the class arrangement of the classical school, could you explain why that distinction has been drawn between the mathematical class and the French?—Sometimes a boy gets on in mathematics who cannot be kept up in his classical attainments; but with respect to French or other modern languages, and the distinction between them and mathematics, we have been led to the impression (and, indeed, it is generally found to be the case) that boys who do well in the classics will also do well in the modern languages, and, therefore, there is no objection to grouping them together. For instance, if a boy shows great cleverness in French, we might put him in a higher class in that department.

342. Is that on account of their being both lingual studies, so that a proficiency in one would probably be proportionate to proficiency in the other?—Yes; and it is convenient to rank them in the same division.

343. (*Lord Lyttelton.*) The study of French is compulsory?—Yes.

344. Have they prizes and rewards?—The prizes, which are very liberal, are distributed after the apposition. There is an examination in French as well as in mathematics and classics, and the best boy in each division receives a handsome present in books. Every encouragement is given to them, in order to put them as much as possible on a level with the other boys. They do not get quite such handsome prizes, perhaps, as the classical prizes.

345. Those prizes are not given at the apposition?—They are given after. They will be given this year in about a fortnight's time.

346. Are they not presented at the apposition?—No; we do not know to whom they will be given at that time, because the examiners do not make their report till the day after the result of the examination of the whole school, and that is taken into consideration by the Master so that the rewards cannot be presented at the apposition.

347. Would it not be a great additional reward to any boy to have the prize presented to him on such an occasion as that?—Yes; I wish it could be so, but as the examination is coincident with the apposition, there would be no possibility of having the prizes prepared for them.

348. It is not done advisedly to preserve to the classics any precedence?—No; because the classics have their now prizes at the same time, and at the apposition the composition prizes are alone awarded. We cannot present the prizes for the regular work of the year till after the examinations have taken place.

349. (*Mr. Vaughan.*) There are no French composition prizes?—The prizes are awarded simply according to the French examiner's report. They have no prizes at present for any particular exercises, It is merely for the general result of the examination.

350. (*Lord Devon.*) Would there be any difficulty in so timing the distribution of the prizes, that they should be given away at the time of the apposition?—No insurmountable difficulty. I have often proposed that the apposition day, and the giving away of the prizes, should be at the end of the half-year, and have suggested that it would be much better.

351. There is comparatively little publicity when the class prizes are given away?—Next to none; generally we invite the parents and friends of the boys to see them receive the prizes, but there is not what you would call any publicity.

352. (*Mr. Vaughan.*) You have often recommended it?—Not in any formal way, but in conversation; I did not consider it of sufficient importance to press it on the court as a special question for their consideration.

353. (*Lord Lyttelton.*) Who is your French master?—M. Tito Pagliardini. He is an Italian, and an excellent teacher.

354. Does he speak English?—Very well indeed.

355. So that he conducts his class speaking English?—He has that advantage; he is an exceedingly good English speaker. Indeed, he speaks our language as well as if he were an Englishman.

356. Has he any assistant?—M. Stièvenard, the under master, who does not speak English so well.

357. Has the first French master a good French accent?—M. Pagliardini being an Italian it might be thought otherwise, but I never heard it remarked that he had not.

358. How many hours in the week does he give to teaching in French?—Four hours.

359. Each boy gets four hours a week?—Yes.

360. Does he give any time out of school for preparation?—A little, but the boys have so little time out of school, that we cannot expect much to be done, besides which it would interfere with the classical work if he did.

361. (*Lord Clarendon.*) The whole school is obliged to study French?—With the exception of the boys who have the option of declining on the permission of their parents and master during the last year. If they like to devote themselves exclusively to classics and mathematics, and give up their French, they have the opportunity of doing so. The first and second classes are no longer taught French.

362. Is the examination annual, or does it take place twice a year?—It takes place once a year, at the same time as the examinations in the classics and mathematics. They all take place together.

363. Do you think a tolerable proficiency is acquired by boys who study the French language for four years?—Yes, I think so; not so much as I could wish, but I think as much as you could expect. French is a language to which, generally speaking, boys in a public school do not take kindly.

364. Do you think the proficiency is as great in French as in mathematics, because the same time is given to both?—I should say pretty much alike, taking the average of the boys. They turn out very good mathematicians, and, I believe, good French scholars; I never heard anything to the contrary.

365. Do you consider that when a boy leaves St. Paul's school, he would be able to read with facility and pleasure any French book that is not more than ordinarily difficult?—Decidedly.

366. Although he might not be able to speak the language?—He might not speak it for want of aptitude, because he has not the opportunity of hearing it spoken to any great extent.

367. He would be able to read it with facility?—Yes, I think so.

368. (*Lord Lyttelton.*) Are they taught to speak it?—Yes; the master holds conversation with them in French.

369. At the Apposition do they deliver French speeches?—Yes; it is a standing rule that we must always have a French speech, and they do it very well.

370. Do they pronounce it correctly?—Very well, considering the excitement of the boys, and the eagerness they manifest to do justice to the comic part. Their tone, accent, and pronunciation are generally admitted by good judges to be tolerably correct.

371. Are they, generally speaking, well grounded in French before they come to the school?—Not at all; generally speaking, they know nothing at all about it. What they learn, they learn here, although it has occasionally happened that a boy has been abroad, and picked up a little French.

372. (*Mr. Thompson.*) Are there any French books in the library?—Yes, upstairs we have a great many more than are read. We have an admirable library in French.

373. The boys do read some French books?—I cannot say they read many French books. They have the option of taking French books away with them, but they have so much to do in the way of study, that they are much more likely to take English books for amusement. I do not find that French books are taken out at all. There are plenty here well thumbed, but that is not the case with the French.

374. Are the French books interesting?—Yes. They are chiefly connected with the French classics.

375. I mean are the French books that are used in class interesting?—They are generally selections from French classics.

376. In fact, not interesting?—I think they are better than the old Telémaque. They are usually *morceaux choisis*.

377. Are those the books which are used by the more advanced boys?—No; they read a play, like the Greek play.

378. Racine?—Yes, or Molière.

379. (*Mr. Vaughan.*) Are the works in the French library generally of a solid character?—Yes. There are all the best French classics, and other books beside.

380. Do you not think that the solidity of the character of that library operates rather against the books being read?—We have got all the historians complete. We have got La Harpe and other interesting works such as one would think boys would like to read.

381. Do you think that the matter being grave, and requiring an effort of the mind, may prevent their making use of those books as a means of acquiring the language?—Possibly so; but there are many standard authors often referred to, namely, French historians,—Guizot, Lamartine, and others,—we have them all.

382. Are there many amusing French authors in the library, which are not exceptionable for boys to read?—Yes; we have the works of Chateaubriand, and others of that description, which are very interesting.

383. Are they amusing for the boys?—I should think so; but I cannot say they find them amusing, because I cannot with truth say that they read them to any extent; but they have not much spare time. Our great want here is time.

384. (*Mr. Thompson.*) One vacation on the continent would probably do more in the way of teaching them French than a couple of years here?—Probably they would learn more in three months abroad than in all the time they are here.

385. (*Mr. Vaughan.*) In regard to the teaching of two classes by one master, how in that case is the class belonging to the master that is not up before him employed?—It is employed in preparing the lesson with which they will succeed the class that is up. Supposing, for instance, I have the eighth and the seventh classes; while I am hearing the eighth, the seventh would be preparing their lessons; they succeed immediately. An equal amount of time is given to each. On certain days they may be preparing their lessons while I am engaged in composition, which I should have to look over.

386. That is to say, that while one class would be up, the other would be preparing?—Yes.

387. Is the one that comes up first detained in school to prepare another lesson?—Yes, subject to a break of 20 minutes.

388. It is all learnt in the presence of the master before whom it is said?—Yes; and while I am hearing the eighth, the seventh class are preparing the work in the school room, for the most part, not always.

389. Do you think, in that point of view, the hearing of the lessons of two forms by the master is advantageous: are the lessons better prepared in consequence of the boys being obliged to be in school preparing them when the master is hearing the other class?—When could they be prepared if not then? It is not like other schools where the preparation is done out of school. Here everything is learnt or read in the school room or the class rooms, with the exception of what is done at home for the next morning.

390. What is the effect of this arrangement by which the master teaches, as it were, a double form? does the arrangement under which one master hears two forms at all in itself limit the number of lessons which each form has to learn and can do in the day?—No, I think not. What it does, as it seems to me, is this: it prevents the master attending so much to the looking over the composition.

391. He has not sufficient time left for the composition?—No, or else he must leave one class the chance of being idle.

392. I do not quite understand how it does not tend to limit the number of lessons which the form does in the course of the day if one master is to hear lessons which two masters under another arrangement would hear?—If we had more masters, we might have more lessons.

393. Do you think there are as many lessons as the boys can well learn?—I think so. There are five or six lessons in the morning school which last from 9 till 1 o'clock.

394. I suppose much more work in hearing lessons is thrown on the master than when they are prepared out of school?—It is much more simple, and throws less work on the master when the lessons are prepared out of school, and only said in it.

395. (*Lord Devon.*) I see here the third master is called the chaplain, is that the retention of an old name. I suppose it does not imply that he has any special charge of religious teaching?—None. The school is wholly Protestant. Dean Colet, and Erasmus also, mentions the chaplain. I should think that it is a traditional name, and that there is no portion of the ordinary duties of a chaplain attached to it.

396. Who reads the prayers?—The captain.

397. Are they Latin prayers?—Latin prayers, two of which were written by Erasmus for the school.

398. They are to be read, I see, at the beginning and the termination of the morning school, and at the beginning and termination of the afternoon school?—Yes.

399. (*Mr. Vaughan.*) The masters have different names, and are differently remunerated, are they not, according to the positions in which they stand in the scale?—No, they are all pretty equal, except myself.

400. Is that so?—Nearly.

401. It does not appear so by this answer, because I observe they have 400*l.*, 320*l.*, and 300*l.* respectively?—We used to consider them all 300*l.* There may be some alteration in the scale, but it cannot be for long service, because Mr. Kempthorne has only been five years here. They may have added to the salaries in consequence of their requiring additional duties. Some time ago they required them to teach arithmetic.

402. Those who have different salaries are called respectively the sur-master, the third master, and the

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fourth master; how is the nomination to these particular posts determined?—By election. The sur-master is next to the High Master. He is in fact what would be called in another school the under master. At present they always say that they consider all the masters equal in rank, but it is evident the founder considered the sur-master to be superior, because he is to take the place of the High Master in his absence.

403. Has the High Master anything to do with the assignment of masters to their different places?—Yes, he has everything to do with that. If he thought that a master was appointed who might be better in one place than in another, it would be quite within his duty to appoint him to the particular place for which he considered him most fitted.

404. It is in his power, and not in the power of the Company, to appoint him?—I should imagine so. I should refer it to the Company; but I have no doubt the High Master would be supposed to be the best judge, and if he had occasion to make any difference, they would probably say "You know "best."

405. Is it the usual course when a master is appointed for him to take the lowest rank in the school?—That is the usual order, but the sur-master has lately taken the two next classes to the High Master, namely, the sixth and fifth, and that would be his natural place, but the lower masters always take the lower school.

406. There are no particular places belonging *ex officio* to the third and fourth masters?—Not more than by customary usage. There is no fixed distribution of places.

407. (*Lord Devon.*) What is your opinion as to the effect of the practice by which all the masters are elected annually each year; does not that tend to limit the member of good men who would become candidates for the situation of assistant master?—I think not. I cannot imagine that it would. It is either taken as a mere form, or if it means anything it means only that the Court possesses the power of objecting to the continuance of the masters if they are not found doing their duty, by which they can be compelled to leave.

408. You do not think it would import any uncertainty into the situation?—My predecessor cried out a good deal about it.

409. But practically you find no inconvenience?—None whatever.

410. Any election that takes place is always by a sufficient number of well qualified men?—Yes, very much so. Lately we have had elected a Balliol first-class man of the highest possible attainments for the fourth mastership.

411. How long after he took his degree?—He is about 28, and he took his degree in 1846. He is a first-rate man.

412. (*Lord Lyttelton.*) The High Master has no voice at all in the appointment of the other masters, has he?—No.

413. He is not consulted by the Court of Assistants?—No, not by any rule. Occasionally some members of the Court have asked my opinion, but more as a communication with me in the way of courtesy than in consequence of any rule. I have in fact no voice whatever in the appointments of my assistants.

414. (*Mr. Vaughan.*) Do you think the fact of the school being in London and the residence of the master being in London is a circumstance which enables you to obtain good masters at a lower salary than you would get them for if you were in the country?—Certainly, because they are very apt to add curacies to their ordinary occupation.

415. (*Lord Lyttelton.*) They are allowed to do that?—Yes, provided it does not lead to any neglect in the school. They are generally employed for Sunday duty, when there is no attendance of boys in the school.

416. (*Mr. Vaughan.*) In any other point of view is a metropolitan residence advantageous?—Chiefly, that we have better opportunities of retaining and improving our literary requirements.

417. (*Lord Lyttelton.*) You do not doubt that on the present scale of salaries a proper supply of thoroughly qualified masters can be kept up?—No, and the proof is, that we have always had excellent masters.

418. (*Lord Clarendon.*) There are four masters altogether?—Four classical masters.

419. Do you think they can with satisfaction teach 153 boys?—We should be much better off if we had another under master.

420. Has that been proposed by you to the Court?—Frequently; and I believe in other schools they have an additional under master. At Merchant Taylors' school Dr. Hessey has obtained the services of an assistant master, and they have an assistant to the head master at Christ's Hospital. I think it is very desirable that the High Master should have more opportunity of concentrating his attention on his head class alone, and not be embarrassed with two classes.

421. (You have now nearly 40 boys to each master?—Yes; and with an undue proportion to the High Master. I have 35 boys in two classes under me. I have everything to do with them. There is no private tutor working out of school preparing their lessons, as in other public schools where the boys are resident.

422. (*Lord Lyttelton.*) The Court of Assistants has not yet entertained the question of additional assistants?—They have not yet acceded to my wishes in that respect. Several of the London schools have gone on with the tradition that there should be one Head Master having two classes, but I think it is time the system should be changed.

423. (*Mr. Thompson.*) I suppose you have a good deal to do in the way of general superintendence?—Of course; but it would be less if the boys were all in different class rooms, where they could be more under their own master's eye.

424. You have a good deal to do in this respect?—Yes.

425. More than your share?—Yes; but I do not care much about my individual work. I am in school six hours a day.

426. Are you obliged to work in the evening?—That mainly depends on the French days. I have a good deal of composition work done which has to be looked over.

427. (*Mr. Vaughan.*) Have you to do everything with respect to both the classes you mention. Do you look over the composition?—Entirely.

428. Is it your practice to correct the exercises before the boys, or do you merely mark them?—I mark their faults, and occasionally, if a boy is up with me I point them out. That is chiefly in the afternoon, when the French is going on.

429. You would hardly have time to correct all the exercises?—A good deal has to be done in school, because the boys have not time to correct their exercises out of school, or have them corrected before they come, which is so much the case in other public schools.

430. I observe that you have distinct examiners for classics, mathematics, and French. Could you manage the examinations as satisfactorily by the same examiners in classics, mathematics, and modern languages as you do now?—In some respects it would be more convenient, but it would be almost impossible with respect to the examination in French to obtain the same distinguished scholars to undertake that examination as those who undertake the classical examination; it seems desirable that the same examiners should examine all the boys, and that there should be no difference between them as to the relative value of the marks, which sometimes leads to a difference of opinion.

431. You think it is a more satisfactory arrangement that each subject should have its particular examiner?—I do not think we could get the same

examiner for everything. It used to be so until the mathematical examination was introduced three or four years ago.

432. But in some schools they go beyond that, and examine on all subjects by the same examiner?—That used to be the case here, but it was considered better to have different examiners, and I recommended that there should be a separate examiner for mathematics, and it certainly seems reasonable that we should have a separate examiner for French also.

433. (*Mr. Thompson.*) Are these examiners paid?—Yes.

434. (*Lord Lyttelton.*) Twenty-five guineas a piece?—The mathematical and classical examiners are, but the French examiner is not paid so much; he has only 10 guineas.

435. (*Mr. Vaughan.*) I will ask another question, which arises out of that, and is connected with it, Do you think that the funds, of which the expenditure is given in this paper, are disproportionately bestowed upon the school for the school work, when compared with other objects?—I hardly know how to answer that question. I do not know what the funds are.

436. You are not acquainted with the amount?—No; I have heard that they are very much beyond what is expended. It looks like something personal on my part to say so, but I think the High Master is indifferently paid, seeing that he has no boarders, though some liberal additions to his salary have been lately granted.

437. Have you looked over the list of donations and subscriptions?—I have never seen that paper. I have only had sent to me what relates to our own answers.

438. You have no means of knowing whether the expenditure on behalf of the school appears to be what you would consider disproportionately small in reference to the whole expenditure?—I have had no opportunity of coming to any conclusion upon that point.

439. (*Lord Lyttelton.*) The number of exhibitions is rather small for the number of scholars, is it not?—I do not think so. We are rather of opinion sometimes that it is too many. They are given without sufficient restriction. We do not generally have more than five or six candidates, and we give them all exhibitions. Their tenure is for four years. Generally all the candidates obtain an exhibition, and the best four are the leading scholars. The Court are very liberal; they give 50*l.* to any one that the examiners say is fit to go to the university.

440. (*Mr. Thompson.*) Does it not strike you that 120*l.* a year is rather a large exhibition—almost too large. Supposing a boy goes to Trinity, and obtains a minor scholarship worth 50*l.*, which he afterwards exchanges for a foundation scholarship, the value of which is now about 80*l.*; he will then, with his Pauline exhibition, be in the receipt of 200*l.* a year?—There is a limitation; if he had the 120*l.* a year he could not have more than an additional 80*l.* I think they are sufficiently well provided for. They may have 120*l.* a year, and 50*l.* a year for a scholarship.

441. Would not that be more than was necessary for their expenditure?—I do not think an Oxford man would say so.

442. (*Mr. Vaughan.*) There are three conditions for the granting of an exhibition, one of which, as I understand, requires the boy to have come to the school before he was 12 years old?—Yes.

443. Do you observe that limitation?—Yes; I never saw any objection to it.

444. Do you think it advisable that a boy should be compelled to come so very early as that?—Yes. He used to be obliged to come at 10, but we made the alteration to 12. Still we might go a step further; that is to say, they might come very late if they were very clever boys.

445. You only speak of that as being a virtual limitation of the general age of coming to school—to 12?—Yes.

446. (*Lord Clarendon.*) You do not require or permit, as far as you know, private tuition?—Well, I think it objectionable. There is this difficulty, we should not know exactly how to assign the marks and award the exhibitions. We wish to consider the school as the whole teaching of the boy, and we certainly should not encourage a boy in private tuition, unless he chose to have it during the holidays.

447. You would not deprive a boy of such an advantage?—I do not mean to say that I should forbid it.

448. You would not make it a point of honour that parents should not give it?—If there is any, it is quite *sub rosâ*. We never recommend parents to give it, and if they asked me, I should say, let the boy take his chance in the school; he ought to get all here that he wants.

449. But you do expect them to do a good deal of work at home?—They have no time to do much work at home. Frequently they are two hours travelling. None of them are resident, so that they would not have much time for private tuition; they could only be taught at night.

450. (*Lord Lyttelton.*) Are they not resident in the city?—Very few indeed. The school is totally changed in that respect. There used to be 60 or 70 boarders, country boys.

451. A boy has six hours in school, has he not?—He comes at 9 and stays till 1, and he comes at 2 and stays till 4. He generally spends two hours a day in travelling.

452. (*Lord Devon.*) Are there any boys at the school who are the sons of tradesmen living in the neighbourhood?—There is not the slightest exclusion or objection to them, but the boys in the school are almost invariably the sons of clergymen, barristers, medical men, members of the learned professions. There are very few (not half a dozen, I should say) out of the whole 153 who are the sons of tradesmen.

453. (*Lord Lyttelton.*) If there are any of the sons of tradesmen, I suppose they have retired from business?—Yes; that may be the case with respect to a few who have sons in the school. I have no objection whatever to any boy coming to the school if there is any reasonable chance of his going to the university; but I should not like a boy to come here who is not supposed to be in training for the university.

454. (*Lord Devon.*) Must it be said on the admission of a boy, that he is to be trained for the university?—No.

455. Practically speaking, what proportion of the boys do go to the university?—Every year about 25 leave the school, but of these I should say not more than six go to the university. The rest go into the army or navy, or various lines of business.

456. Three-fourths of those who go away do not go to the university?—Yes.

457. (*Mr. Thompson.*) Did I understand you to say there are no boarders?—None whatever on the premises. There may be a dozen boys or so living with a clergyman in Charterhouse Square.

458. (*Lord Clarendon.*) The scholars of St. Paul's have recently distinguished themselves in the civil, military, and East India civil service competitive examinations?—Yes; the few who have competed have done very well indeed. We have not had many, but most of those who have tried have been successful.

459. Have they gone from here direct without any intermediate instruction?—There have been instances where boys have had a little assistance afterwards; but I think it is a very fair representation of the case to say that they have gone on the strength of what they have been taught here.

460. (*Lord Lyttelton.*) Does that apply to the East India examination?—Yes, there was the late Mr. Baden Powell, the professor's son. He got some

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Sanskrit, which we do not teach, and he had a private tutor for that for some time.

461. Has any boy gone from this school and succeeded in the Indian competition?—Yes; two went from here, one of them first to Trinity, but he afterwards passed the Indian competition.

462. Did he go direct from here?—Yes.

463. Have any gone direct from here and passed other competitions?—Yes, not even excepting Woolwich.

464. Have there been many who have gone from here to Woolwich?—Three have gone direct to Woolwich and passed.

465. Have any gone to Addiscombe?—Yes.

466. And have they succeeded in the competitive examination for Woolwich?—Yes, so far as they have had any opportunities whatever, they have done extremely well.

467. (*Mr. Thompson.*) Were the books in this library in which we are now, and the library of French books upstairs, bought by the Company?—Yes, they give me 20*l.* a year, but if I have spent 40*l.* it has been given without any objection on their part.

468. The Governors give 20*l.* a year?—That is usual. Every year the Master is allowed to lay out 20*l.* in books for the library, but the system has been very much extended, so that seldom less than 40*l.* a year is laid out in books.

469. (*Lord Lyttelton.*) The boys do take out those books?—Continually.

470. Are they generally classical books that they take out?—There is a great deal of English history. They do not take out classical books generally, except for the sake of working up any particular subject.

471. Do they read essays, and similar things, a great deal?—Yes.

472. And you allow them to take them home?—Yes.

473. Do they injure the books much?—They are generally knocked about a good deal.

474. You never allow more than the eighth class to have general access to the books, I suppose?—They never have been allowed to do so.

475. Is it undesirable that they should?—No; I often wish to extend it in some degree to the seventh, but there are certain dignities about it, and one does not like to interfere. The monitors have so few privileges here that this is rather looked upon as an exclusive privilege, which I am unwilling to extend to others.

476. It would be necessary to have the consent of the Court of Assistants?—Not at all, we should give them the range of the upper library.

477. (*Lord Devon.*) You spoke of the six seniors occupying places here during the school time. What do they do?—They sit here preparing their work while I am hearing the seventh class.

478. Where are the eighth then?—The bulk of the eighth class are in the school room; the six are in the library, and they have the privilege of coming here and reading their lessons here.

479. (*Lord Clarendon.*) The High Master used to have boarders in his house at one time?—Yes, when I came here I used, but the system got worked out, and there were not many. The last master being about to retire he let the number dwindle down to about eight or ten. I found eight here when I came, and to a certain extent I continued the system, but I soon saw that it was not desirable to do so.

480. In what way?—The position of the school, to begin, morally, is a very great objection. It is not very desirable to have the boys wandering about the streets of a great city like this. The High Master cannot be always with them, and they must go out occasionally, when of course they go where they please. That was a great moral objection; and then again, when the school was altered there was very little chance of obtaining additional boarders.

481. To what alteration are you alluding?—The alteration of the hours of attendance. We used at one time to commence at seven in the morning, which was a virtual exclusion for all London boys, because they could not be sent in time, and the nominations were given frequently to country parents, consequently their children became of necessity boarders with the masters.

482. (*Mr. Thompson.*) The number of masters who could take boarders was limited?—No; all the masters could take them, and there were at one time three out of the four who took boarders. There might have been 60 or 70 boarders, who, of course, were country boys.

483. You requested to be prohibited from taking them?—I represented that it was a hopeless thing to expect that there would ever be enough to remunerate the High Master, and I therefore recommended that I should cease to take them, and they assented.

484. The assistant masters could take boarders now, could they not?—I am not aware of any prohibition. They might do so, but in point of fact they do not.

485. What prevents their taking them?—Nothing but their own choice. Perhaps they do not like to be bothered with them, most of them being married men.

486. And probably they would see the great moral objection that you do, namely, the difficulty of superintending them in a great city?—Yes, you cannot be always asking questions as to where they have been. That would be very unfair, and would destroy all proper relations between master and boy.

487. You think then, that neither the High Master nor the Court of Assistants being in any way responsible for the conduct of the boys when not in the school, it would be objectionable that they should take boarders?—They are under the parents' eye, and that ought to be sufficient.

488. But they are not under the parents' eye except when they are at home, and they are eight hours away every day?—Being under the charge of their parents, they ought to see that they come home in good time.

489. Do you not think that they ought to be looked after as to where they go for their food in the middle of the day?—I have a table for them. I must at once confess that the break in the middle of the day is a great difficulty. What are the boys to do? Some may require a dinner, and others do not. I have a table provided for them at the High Master's house to prevent their strolling away to eating houses, but it is comparatively thinly attended.

490. Is that only for your own class?—No; for any who may come. They have a good dinner at a moderate charge.

491. (*Lord Lyttelton.*) The whole 153 might come if they liked?—They might, but they never do. Practically speaking, there are never more than about 12. Their parents prefer either to give them a sandwich in their pockets, or allow them to go to an eating house in the neighbourhood, which I very much object to, but it cannot be helped.

492. Is there room in the house for them to dine?—Yes, there is a little room, but it would not do for many to dine there.

493. What do you give them?—A thorough dinner. Roast beef or mutton, and puddings, pies, tarts, and so on; in fact, all the usual accompaniments of a good dinner.

494. And the number is very uncertain?—The number is not uncertain, because it is agreed for the half year. It is not an ordinary, to which any of the others who chose might come.

495. It is arranged for beforehand?—If any parent choose that his boy shall dine there, he makes an agreement with me beforehand at a very moderate rate of charge.

496. (*Lord Devon.*) Could not that system be more extended?—If I advertised it I might perhaps obtain more, but that would not accord with my ideas of the dignity of a master. I do not press it, or scarcely even mention it.

497. Do any of the other masters do the same thing?—I believe not.

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498. (*Lord Clarendon.*) At what rate are you able to do that?—15 guineas a year for five days a week. It is not a slight dinner, not a luncheon, but a good solid dinner of roast beef or mutton, and puddings, tarts, or pies, and it is very liberally served; there is no stint at all. It is not remunerating except I could have a large number.

499. (*Lord Lyttelton.*) But you would be much embarrassed if you had a large number; I mean as to space?—Then I should probably use the other class room; the upper room.

500. How long have you had that table?—Ten years.

501. (*Mr. Vaughan.*) Let me understand. Have you not stated a serious dilemma against the site of the school in what you have just said?—There is a great difficulty, I must admit.

502. Does not the effect of your evidence come to this, that it is almost impossible to have boarding houses here, and that it is very difficult indeed to dispose well of day scholars?—It is difficult to dispose of them in the middle of the day; I fairly admit that to that extent it is an objection to the situation. It might be obviated by the boys going on till three o'clock continuously, but I think the break at one o'clock is absolutely necessary.

503. (*Lord Devon.*) I think that is the arrangement at King's College?—Yes, at King's College it is from nine till three.

504. (*Lord Lyttelton.*) You state that you do not conceive, so far as you are aware, that the under masters are under any sort of implied prohibition against taking boarders?—I really am not aware. I have often impressed upon the masters the expediency of their not absolutely refusing to take boarders; that is to say, a few who might be completely under their own control, but they seem to wish not to do it. I certainly never heard of any prohibition, except as regards myself, and I receive as a compensation 100*l.* a year in lieu of boarders.

505. Can you explain why it is that the ordinary motives do not influence them which influence any other schoolmasters, who, generally speaking, are glad to get them?—The fact is, the school is one which holds out but very little expectation to the masters of getting boarders, because it is entirely a day school, and the boys almost without exception live with their parents. There are, probably, not more than a dozen boys out of the 153, who are not London boys.

506. You think they could not obtain a sufficient number to make it profitable?—No, and for this reason; no sooner would a master set up a boarding house, than he would have houses in the neighbourhood taking boarders at a cheaper rate.

507. Then there would be no expectation of a profit?—They would never have enough to remunerate them at all. Most of them are married men, without sufficient extra room in their houses.

508. (*Mr. Vaughan.*) You state, I think, that you are unacquainted with the resources of the school?—Only by hearsay.

509. Does it not strike you to be an anomalous position, that a school with such vast resources belonging to it, is only a day school for 150 boys?—I certainly have expressed my opinion, that a great deal more might be done, and that we might double the number of scholars.

510. (*Lord Lyttelton.*) The houses of the masters are not capable of taking many boarders, are they?—My predecessor had as many as 30 boys, but where he put them I could never understand.

511. But are the houses of the other masters convenient for that purpose?—I do not consider that the other masters could without inconvenience take more than a dozen each.

512. (*Lord Devon.*) Where do the other masters live?—Here.

513. They used to take boarders?—Yes, but the boys came from the country, and the custom of coming so early into the school excluded Londoners altogether, if they resided at any distance.

514. Were the profits from the boarders a part of the income of the masters?—No doubt, my predecessor gained considerably in that way; he had a large number.

515. And the other masters?—The sur-master had as many as 20 boys; the High Master and the sur-master had as many as 50 between them, and of course that would give them a very considerable remuneration.

516. (*Lord Lyttelton.*) If the Governors thought proper to obtain boys living at some distance, could they not do so now with the facilities of locomotion which we have?—We feel there would be no want of accommodation, but there are at present only a limited few who are boarded by clergymen. I do not take any responsibility upon myself as High Master, but I have often to refer parents to respectable men who could take their boys from the country. They can always find respectable homes in the neighbourhood, though they cannot live at the houses of the masters.

517. The nominations are confined practically to those who live within the town?—The nominations are given away. They give me the first of the year and in all probability they are given to London friends of the gentlemen who have the appointment. Mr. Blakesley has introduced of late a sort of competitive examination, but still they do give them away to whom they please, and ten to one it is to a London boy.

518. (*Lord Devon.*) You have one?—I have one; they give me the first vacancy of the year.

519. (*Mr. Thompson.*) Mr. Blakesley, as I understand, examines the boys, and says that he will not give the nomination to any particular one, but will give it to the best boy. Does he examine them himself?—He does.

520. Are you aware whether other members of the Company do the same?—I believe it is entirely his own idea, and I think it is a step in the right direction.

521. (*Lord Lyttelton.*) If there were boarders taken in those houses, it would be perfectly free to the Company to appoint boys living at a distance?—I think there would be great objection on the part of parents to sending their boys to live in London. I have considered that as an old Westminster, and I think it would be very objectionable.

522. Even when the education is gratuitous?—That may make a difference; but still I think there would be that objection.

523. (*Mr. Thompson.*) Do you think the morals of the school have improved since the boarding house system has been done away with?—Very much. I do not know whether it proceeds from that, or whether you have not an opportunity of observing the moral conduct of the boys, except in their general propriety of demeanour, and in matters of discipline between the master and the boys.

524. The offence might, perhaps, not come so frequently before his eyes?—When the masters had boarders much graver offences came under their eyes. The situation is very objectionable and there might be boys passing through the playground at night and talking through the bars to loose women. Nothing of the kind has come under my notice.

525. As a matter of fact, you thought that moral evil did arise from the boarding houses?—Certainly; in point of fact, I was hardly appointed when I desired to wash my hands of the boarding house system.

526. (*Lord Clarendon.*) The eighth class furnishes the monitors?—Yes.

527. Are the whole of the eighth class monitors?—Every one.

528. Do you rely upon them for the maintenance of the order and discipline of the school?—Yes, when a boy is not immediately under the master's eyes, I do.

529. But owing to the locality, and the fact of its being a day school, I suppose the monitorial duties

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are not so much exercised here as they are at other great public schools?—No, there is not any great scope for it. They do nothing out of school, and therefore they cannot have much authority.

530. So far as it goes, are you satisfied with the daily working of the system?—Quite so.

531. I suppose the attendance at cricket is voluntary?—Purely so. There is a considerable distance to go.

532. The monitors have no power to inflict punishments?—Except by the placing a boy in the middle of the room, and that is understood more as a mark to catch the master's eye, than as a punishment. There is no caning allowed; no corporal punishment of any kind.

533. With regard to the religious instruction; is religious instruction given on Monday mornings, or is work set on Saturday night?—There are always Greek Testament lessons in my class. The other masters vary it. Some set questions, and some do not; but the religious teaching of the school I consider to be very satisfactory. There are Scripture lessons and Greek Testament lessons, according to the boy's position in the school.

534. There is no doubt that they attend Divine service?—They are not here on Sunday at all.

535. Do you prepare them for confirmation?—Occasionally I may, if I am asked to do it; but, as a general rule, that is done by their own clergyman.

536. Are the masters of the different classes in the habit of inflicting corporal punishment, such as flogging?—Not beyond caning; there is no rod used; nothing but the cane.

537. That is used on the hand, I suppose?—Yes, that is a recent limitation. When I first came here it used to be employed on any part of the body; but there are not more than six cuts now allowed, on the hand.

538. When you first came, there was a great deal of punishment?—There was a great deal of caning and striking the boys over various parts of the body, especially about the legs and back; much more than was necessary; besides which, the noise alone formed a great obstruction to the progress of the school duties.

539. (*Mr. Vaughan.*) How is it you have done away with that truly British institution, the rod?—It is not defended like the cane, and it would be a very difficult thing to re-introduce it.

540. You do not think the discipline of the school has fallen off at all, in consequence of the disuse of the rod?—No; I think in consequence of the divided duties between the parents and the master, the really great offences seldom come under the eyes of the master; the offences that are brought to his notice are little more than breaches of school discipline.

541. (*A Commissioner.*) You are able to appeal to the honour and good feeling of the boys?—Yes, and that is a very good means of correction.

542. On the whole you do not find that boys who are trusted, show themselves unworthy of your confidence?—The best answer I can give to that is, that during the 24 years I have been there, there has been only one case in which a boy has been removed, and that was not an actual case of expulsion. It was a case in which a boy frequently played truant; I told him he should not come again, and he did not. There has scarcely ever been any grave moral offence committed by the boys.

543. (*Lord Devon.*) Does each master administer corporal punishment?—Yes, all, to the extent of six cuts on the hand. If there was any great idleness or want of attention on the part of the boys it would be reported to the master.

544. You must consult the Surveyor Accountant or the Court of Assistants before you can expel a boy, I suppose?—Yes, as I mentioned, there has been only one single instance of expulsion in my time. The question arose whether the master had the power, and the Court allowed it to rest between him and the surveyor accountant. But if any grievous case, involving a question of expulsion occurred, I should suspend the boy, refer the matter to the surveyor accountant, and take his opinion whether he should be allowed to come back again.

545. (*Lord Clarendon.*) There is no fagging here?—I never encourage the slightest appearance in any way of fagging. Whenever there has been anything that looked like it, it has always been put an end to. I do not mean to say that I am against fagging in public schools altogether, but I think in a day school like this, it is not called for in any way.

546. (*Lord Devon.*) The attendance of the boys at the school being from nine to one, they are there four hours at a stretch?—There is a break allowed them of a quarter of an hour or 20 minutes.

547. Are they allowed to go down to the playground in that time?—Yes; the prayers are read at a quarter past nine, but the boys all come into school at nine. Every boy must be there at five minutes past nine. Prayers are read at a quarter past nine, and then the work begins in earnest. Up to that time the boys are finding their books, and getting into their places.

548. They have at all events three hours work in the morning?—Three hours good work certainly in the morning, and two in the afternoon.

549. What time between nine and one is this break which you have mentioned?—It varies with the different classes, commencing with some about eleven. The object is not to have more than one or two classes at once in the playground.

550. (*Lord Lyttelton.*) It is not so much for the purpose of giving an opportunity to play as to give a relief to the boys?—It is a very great punishment to keep them up in the school during that time.

551. At one o'clock are the boys allowed to go into the streets?—Yes, they go where they please. The little boys cannot go far off. They do not, in point of fact, know where to go. At one time I used to allow them to stay in the school room, but they got playing about and kicking up a dust; you could not get them to sit quiet, and the consequence was I was obliged to turn them all out again.

552. (*Lord Clarendon.*) The boys for whom you provide a good dinner, may they not go out after dinner about the streets?—No; the dinner takes a very considerable part of the time, and then they go and play in the playground as long as they can. I cannot say I exercise any particular supervision, but I make pretty sure they are not about the streets. In the first place, there is no time. The dinner is ready in about a quarter of an hour after they come out of school, and it lasts till about a quarter of an hour before they go in again. It is generally the habit of the boys to go to play in the playground; but considering that all the rest of the school go where they like, I do not know that there is much objection to the few who have their dinner at my house going into the streets if they like.

553. (*Mr. Vaughan.*) When do the boys go to Kennington Oval?—On half holidays, Wednesdays and Saturdays. The school breaks up at one, and occasionally the elevens allowed to go away at twelve or half-past. We are very indulgent in that respect, because we like to encourage them in all manly games.

554. Are there any means of the school authorities knowing that they are actually there?—None whatever. There is no monitorial supervision. They have cricket clubs, and they are liable to fines among themselves if they are absent.

555. So that with regard to any supervision over the boys in their absence from the school, is not it entirely lost on half holidays?—It is to some extent. The monitors are there, and perhaps, they would report, but we consider that on half holidays the parents are responsible for the supervision.

556. In the case of any boy, supposing him ranging about the town, would it not be the case that the masters would fancy he was gone to the cricket

ground, and that the parents would imagine the same thing?—That might be so.

557. (*Lord Lyttelton.*) But you have not experienced any evil from this permission to play at cricket?—None at all.

558. Do they play matches with other schools?—Yes; with Merchant Taylors' and King's College frequently.

559. With regard to the playground below, might you not make some improvement in that grating, so that without interfering with the ventilation you would put an end to the facility which exists for communicating with people on the outside?—It might be desirable. We have shut up the whole of the other side. The draught used to be terrific, when the other side was open. They first of all blocked up the wall of the Old Change, and left the top open, but the draught was so terrible that we closed it up, and now there is nothing open but the side where the bars are, and if we were to close that the ventilation would be extremely bad.

560. But could you not close it partially? it is a considerable height?—No. I should think with all respect that there is no objection to its being open during the hours of the day when the boys are there. There is no danger of any immoral interference with the boys.

561. Do not the boys want to have it closed?—Not a bit of it. We never had any evil arising out of the publicity of the place. If a boy did anything wrong I should take him to task.

562. Is the gate locked or left open by the porter?—The porter has charge of it. It is not locked except in school time.

563. (*Mr. Vaughan.*) What is the extreme distance from which the boys come now to you. You say they spend two hours a day in travelling; that is a good deal. What is the extreme distance amongst the various points from which they come?—There are boys who come from the neighbourhood of Hampstead, and Lewisham, and Blackheath.

564. (*Lord Lyttelton.*) Are there boys who come from a distance of 10 miles?—Yes, 10 or 12, perhaps. Some boys come from Kingston. Most of them live at the West end, and come by omnibus.

565. They are West end boys chiefly?—Almost entirely.

566. Have you any children of old Paulines?—Not so many as I could wish.

567. You do not find they very often send their own boys to the school at which they have been themselves?—Not so often as I should expect.

568. (*Mr. Thompson.*) There is no particular privilege attached to the school?—No; but it is very difficult to get in, because people, knowing that there is no payment made, the gentlemen who possess nominations are very much beset by applications, and they give them away to their own friends. There is great difficulty found in obtaining nominations, if a person does not chose to place himself under an obligation, or to take so much trouble. But one regrets very much that there is not a larger number of sons of old Paulines, which would tend to preserve the old associations of the school, like Eton, Harrow, and Rugby. I do not think that feeling is kept up so much as one could wish it to be, and consequently old Paulines do not send their children there, with the exception of a few. Mr. Kemp, the rector of St. James's, has sent three there.

569. (*Lord Clarendon.*) You say that in your opinion "a higher standard of excellence, both as re-
"gards university distinctions and the more impor-
"tant successes of after life, would be obtained by
"extending the number of the scholars, which has
"long seemed to me to fall far short of the lowest
"sufficient to sustain effective emulation in a public
"school"?—That is my very decided opinion.

570. Has it never been suggested by you to extend the number of scholars?—Yes, again and again. There have been all sorts of plans considered in reference to it, and legal opinions I have heard taken as to the possibility of doing it.

571. Legal opinions have been taken?—I believe so, and persons of good authority in the matter have been consulted whether the Court of Assistants are bound to keep more than 153. I am sure they act with perfect good faith on their part, and they would wish any money they have to be applied to the purpose of the foundation; but I have been told that they thought they would be in a better position, as far as the school is concerned, if they were permitted to do as they pleased, and had the right to the absolute disposal of the funds, subject only to the condition of teaching 153 boys.

572. Would you make the boarders of a differen class?—No. I have rather a weakness for the 153. and I should like to see that number kept up as a distinction.

573. You think that that number should continue to receive gratuitous education in the school?—That would be my own idea, but I should be very glad to have more in another way, if the Master and Court of Assistants thought it would be better to change the present system, keeping up 153 as a foundation, and letting as many more as chose come by paying a nominal sum, which I believe they would be legally entitled to take. I would rather see the advantages of the school extended in that way to the greatest possible number, and I believe it would accommodate 350. I have suggested that number myself. If they were to suggest 50 more in the way of a beginning, and ask me whether the school, as at present constituted, would accommodate 50 more, I should say we could manage 50 more very well with the help of our class rooms.

574. (*Lord Lyttelton.*) When you say there would be sufficient room, do you mean in the present building?—Yes, provided we did away with the masters' houses.

575. And if you turned the premises all into school rooms, you could accommodate 350?—Yes, if you turned out the masters; they would then have ample space, which might be applied to school purposes.

576. Could you find room for an extension of the playground?—We could extend it along the cloisters. We could give a little more accommodation for playground than exists at present.

577. You could extend this playground if you availed yourself of the masters' houses?—Yes, we could extend it all along, and make a fives court.

578. And you think it could accommodate as many as 350 boys?—Yes, I should think so.

579. (*Mr. Thompson.*) There are 250 at the Merchant Taylors' School, are there not?—Yes.

580. There they pay 10 guineas a year. Should you see any objection to that payment being required for the additional pupils who came to this school?—It would be quite sufficient.

581. You do not think it would be objected to, but probably be considered rather an advantage?—Perhaps they would value it more if they paid a little. By the ordinances, Dean Colet says, "according to "the number of seats in the school." There is no doubt that 153 is the traditional number.

582. (*Lord Devon.*) Do you consider that if the number of scholars were enlarged there would in all probability be applications made for admission to that extent, looking to the fact that at Westminster, for instance, there are so few day boarders?—They have not had it fully tried at Westminster. The day boarders were never much encouraged there, and I believe that now they are comparatively few in proportion to the others. But here it is not a question of one class against the other. They would all in fact be day scholars, and I should think that a very great number would be likely to come. As I said before, the gentlemen who possess nominations at present are beset with applications.

583. Yes, but for gratuitous education. Probably some of those applicants would be quite willing and

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would gladly pay 10 guineas a year?—I do not see any particular necessity why they should be compelled to pay so much as 10 guineas a year, but even if they were, I do not think that that would be objected to.

584. (*Lord Clarendon.*) Do not you suppose that by paying 10 guineas a year, which the parents might not care much about, it would be more easy for the Court of Assistants to comply with your suggestion?—That really is a very difficult question. I do not know of course what difference it would make, but at present, being a gratuitous education and there being such liberal exhibitions, while at the same time it is situate very conveniently in London,—all these considerations operate in the way I have referred to; and the gentlemen possessed of nominations are so beset that they have the greatest difficulty in obliging their friends. I should imagine that even after the change was made there would be nearly as many applications as at the present time when there is no payment for the education.

585. Do you think that that would render necessary the application of the whole of the space, including the four masters' houses, for the purpose of the school?—I should think it would be quite possible to do without that at present. I would recommend 50 as a beginning, everything remaining as it is at present.

586. Would not the payment of that 10 guineas, as has been suggested, make it more easy to introduce the change, because it would provide for the great additional expense of doing away with the masters' houses?—Yes, they would have to put us somewhere else.

587. What would be your opinion respecting the removal of the school, you have heard that question mooted?—I have not only heard it, but I have often considered it very deeply. I object to it very much; I prefer enlarging it on the present site, to putting it elsewhere, which would interfere entirely with the character of the school. In my opinion it would become a totally different foundation, and a boarding school, which it is not at present. If we were to begin over again I would rather certainly that it was not here, but as it is here I consider it a great blessing to Londoners, and it is quite evident that Dean Colet intended it for Londoners, although he added for all countries under Heaven, but Londoners in particular. It is very centrally situate, just as it was in Dean Colet's time.

588. (*Lord Lyttelton.*) What is the evidence of Dean Colet intending it for Londoners in particular?—His own words, Londoners in particular.

589. You conceive that there was to be an endowed school for the benefit of the population of London?—Yes, I think so. There are schools in the country sufficient for all purposes, and I think London should have its schools still. If they were taken away there would be others spring up in their place. It would be felt to be a want that somebody else would supply, and probably the new establishments would not be so good as a foundation school.

590. (*Lord Devon.*) You think that the word "Londoners" occurs in the statutes?—It does; the ordinance says, "Londoners and my countrymen "in particular."

591. (*Lord Clarendon.*) Do you think that the fact of the boys coming from a long distance, although they come by railway, does not tire them?—I think it does. I candidly admit that that is one of the difficulties under which we labour. No doubt one of the great difficulties of the school is travelling. It fatigues the boys. I think it can hardly be doubted that those who come every day from a great distance are very much fatigued. Two hours' railway travelling a day is rather fatiguing for a little boy, and it is still more trying if he comes a long way on the top of an omnibus. They do not like to be shut up, and for a boy to come on a damp day, either inside or outside an omnibus from Hampstead, is in my opinion a very bad thing.

592. (*Lord Lyttelton.*) With regard to a railway, in the case of many boys who travel every day, is it apt to over-excite them?—No doubt that is an objection.

593. It excites the nervous system?—It is a great objection with us that it should take up so much of their time, because we cannot get so much done by reason of the travelling. A day school is subject to a great many inconveniences, and we have had a great proportion of the boys declining in health, especially after they have gone to the universities. Indeed, we have had so very large a proportion that I have considered it my duty to call the attention of the Mercers' Company to the fact. It is impossible to reason about it, and all you can say is, that you see a considerable number of the most talented boys breaking down in their health.

594. (*Lord Clarendon.*) Do you mean young men who go to the university from this school?—Yes, a very great number decline in health, and whether it is to be attributed to over-work, or whether it is that they are delicate boys, being the sons of London parents, and a weakly race, I am not prepared to say.

595. (*Mr. Vaughan.*) Do you not think that your hours are rather exhausting; the boys have to be in school from nine almost to four, with the intermission of only a single hour?—It is more than, perhaps, is desirable; but, on the other hand, as we are to do everything with them, and as they have no opportunity to work out of school, I do not see that the hours can be shortened. It is true there are four hours in the morning, but they have a break. I certainly think it a question for consideration, and perhaps that operates more as an objection to the site than anything else. It is a lamentable thing to find that when a boy approaches the confines of manhood, and just at the time when he goes to the university as a boy of promise, he should fail; and it has been my melancholy experience to see several dwindle in health, and either give up their honours, or actually break down in life afterwards.

596. (*Lord Lyttelton.*) It is quite out of the question to obtain any additional ground on this site?—It is actually impossible. The ground is becoming more valuable than ever. Wherever they can get an inch of ground, they build up these great warehouses, and it is simply impossible to get any space in London for a playground.

597. (*Lord Clarendon.*) You would like to see a greater amount of proficiency in the candidates?—Certainly, I should. Considering there are so many prizes, I should like to have the opportunity of sifting them a little, and doing the best I can; but, as it is, the nominations are probably given to friends of the persons possessing them, who have, generally speaking, very little knowledge of the boy, and there is no kind of competition at all.

598. Do you think if there were more care taken as to the proficiency of the boys to whom the nominations were given, it would be of great advantage to the school?—I think, speaking candidly and plainly, that they ought to exercise, if possible, more care as to the persons to whom the nominations are given. They ought not to be given to persons without there being some actual standard, especially considering the onerous duty of training youth. The boys who are tendered to us are very often weak and miserable specimens, as well as ignorant, most of them being wholly untaught.

599. You have a settled test or standard of examination, have you not?—We have no standard for admission more than is here indicated, namely, that the boy must be able to read and write, and that applies only to a boy being able to read and write a few sentences at dictation, and not to the misspelling of words.

600. Would it not be expedient that you should establish some standard of examination, bringing it before the Court of Assistants, and letting it be understood that that is the requirement of the school. Would that not be better than throwing on you the responsibility of the rejection of the nominee of Mr. A.

or Mr. B. ?—I should say it would be much better, especially if combined with a limitation of age. But to send boys, 9, 10, or 11 years of age, merely requiring them to read and write, is bad for the school, and it is not easy to say who should be excluded, unless a certain standard of examination is agreed upon.

601. Have you ever suggested that such a standard should be adopted?—I have not suggested any precise standard of attainment previous to admission, but I have recommended that we should agree upon some standard according to the boy's age.

602. There would be no difficulty in your requiring that the boys should be better fitted, and in agreeing upon some standard that should test their proficiency ?—No.

603. That is to say, there would be no difficulty if the Court of Assistants chose to adopt the standard ?—That is what I recommend, undoubtedly.

604. (*Lord Lyttelton.*) Could you specify what standard you could fix, supposing, for instance, that a boy of 12 years of age was nominated ?—With regard to a boy of 12 years of age, I would put it in this way, that he should satisfy the master that he could take such or such a position in the school; that he should not be placed, for instance, lower than the fourth class. That is what I should like, but it is hard to say, under the present system, that a boy shall be kept out if he does not come up to the standard of such or such a class in the school, and that therefore he must be rejected.

605. Would you have also anything like a medical qualification ?—I should be very glad indeed to see it. I do not see why, with the example of other competitive examinations, they should not have one of that kind, for it is quite certain that we do admit most wretched boys into the school.

606. As to competition, should you think a general system of competition could be established, something like that Mr. Blakesley has adopted ?—I think it might, with due consideration. The advantages of the school are very great, and they are much sought after.

607. Does it occur to you that it would be a serious limitation of or interference with the privileges of the Company if you were to lay down such a qualification ?—They would probably look at it as a matter of patronage. Most of them have their particular friends, and they of course like to have an opportunity of obliging them.

608. Do many of them send their own children there ?—Very rarely. They probably think it would involve some complication. Mr. Charlton Lane has had sons here, but it is much more common for the members of the Court of Assistants not to send their sons.

609. (*Lord Clarendon.*) You feel that having two classes is more than you can attend to satisfactorily ?—Not exactly that; it is not a bit too much work, but I think the High Master ought to be able to give himself much more to the senior class. He should have none but the eighth class, and should be relieved of the seventh. Under the circumstances, it is almost impossible for him to promote any work requiring fine scholarship, and to pay that attention which he would like to pay to the composition. Certainly I should wish to have only one class, and that the head class.

610. How many boys are there in the head class ?—At the present moment there are 21, and 15 in the seventh. I have 36 boys, besides which I have all the care and responsibility of the school, and the conducting of a considerable amount of correspondence. I am also supposed to receive the parents when they come and wish to know how their boys are going on, and what their prospects are. In addition to this, I have the responsibility of communicating with the Master and Court of Assistants, and though I have not more than I like and feel able to bear, yet I have got much more than suits with the idea of a Head Master's proportion.

611. You have probably implied all that in your written answer ?—In respect to the last answer, all I have to say is that you have not touched particularly on the question of town and country. Perhaps what I have said bears on that, and I wish to say now that I am in favour of the present site, but I quite admit the difficulty as regards the health of the boys.

612. (*Lord Devon.*) You say that it would be quite impossible to enlarge the site here; but supposing a site could be obtained, say in Regent's Park, or somewhere there, do you think that removing it thither would render the school less useful ?—Yes, it would be less central, and it would be more private in its character. Now we are at all events in the centre of the metropolis, and accessible from all points of the compass, and there are omnibuses and trains going in every direction.

613. (*Lord Lyttelton.*) Probably in the ancient endowment the actual site is named. You think, I suppose that removing to Regent's Park would be like removing to the country ?—If it were to be removed at all, I should prefer its being put right away, down to Haileybury, for instance.

614. (*Mr. Thompson.*) You have given us a full list of honours, but you make one remark; you say that the number of honours obtained by Paulines is as great as ever it was, but that the quality of the honours obtained is not so ?—Yes, that I admit, and if you look to the first page of the apposition book, at the honours of the school in my predecessor's time, you will find that they beat those from other schools, even Rugby, Eton, and Harrow. There was a succession of years in which the boys took the university scholarships and all the highest honours. That we have not done since, but the circumstances of the school, as I said, have been so totally different. We have been in many respects quite in a transition state. In addition to this, the short time in which the work is to be done requires a great deal more attendance on the part of the boys, while there has been less time for the boys to work. The result has been, that with every good-will to distinguish themselves there have been fewer opportunities to do so.

615. Most of the boys who distinguished themselves I believe were boarders ?—I believe some of them were.

616. A large proportion ?—I dare say.

617. Was the Bishop of Manchester a boarder ?—Yes.

618. Is not the question of the site a more difficult one now than when boarders used to be taken ?—Perhaps it may be, but when we took boarders they had the opportunity of doing out of school a great deal more than the boys have now. They had three half-holidays in the week, and often went away at 12 o'clock. That was a great advantage to a boy of that stamp, who was working hard with the intention of obtaining a distinction.

619. What was done with the best intention, and probably with a good effect, as regards boys of moderate attainments, has operated against the chances of their obtaining the very highest honours. Do you think it has had a good effect, considering the few who succeed ?—Yes; but whether it has been a step upwards for the school is another thing. There was a great coincidence of talent about that particular time; for, if you look at the list, you will find a considerable falling off, both before and afterwards.

620. (*Mr. Vaughan.*) I think the majority of the boys at this school are rather of tender age, are they not, as compared with the boys at other public schools ?—Yes; we used to have them much younger than we do now. We do not take them before nine at present, but we used to have them at seven or eight years of age.

621. Still I think you will find, on looking at the respective ages of the boys on their entrance to the school, that the majority of them are of much tenderer age than the majority of the boys in other public schools?—I think they are. There are more in the lower school.

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622. Do you know the reason of that: have you many boys leaving at about the age of 15?—Not so many as there used to be. Formerly the best boys came at 11 or 12 years of age, having previously had some good training; but now the case is reversed, and they either come a little younger, knowing nothing at all, or at the same age, knowing little more; so that they must be taught their accidence.

623. Is it not the fact that, while in other public schools you would find a large proportion of the boys from 15 to 17 years of age, in this the great majority range from 13 to 15, a great many of them being below 14?—I believe there is a greater proportion of young boys here than there ought to be, in 153.

624. There is a considerable proportion, as you mentioned before, who do not go to the university, but leave before they get to the top of the school?—I think about 24 or 25 is the average number of vacancies in a year, and about six of the boys leaving would go to the university, the remaining 18 or 19 going to offices and other places of business, or to the army and navy. A good many of the boys are taken away from the school very young.

625. You do not know the causes which take them away?—They are very apt to go away for the purpose of being engaged in business; into solicitors' offices and other walks in life; but they used formerly to go away much more frequently than they do now. A considerable number of them go into the navy.

626. Has the proportion of those who go to the university diminished in your time?—I think it has, rather.

627. Taking the books that are read at the school, I suppose that the classical works that are read here are very much the same as those that are read in other public schools?—I think so.

628. Do you happen to know, from having read the history of the school, whether many authors are read now different from those used formerly?—Do you mean than what Dean Colet recommended?

629. Yes?—They are much more extended. Dean Colet was the first to introduce the public school teaching of a limited number of Latin authors of a particular class. That was not done before his time anywhere. He calls it "good and clene Laten literature"; and he adds, that "the master shall also be learned in "Greke, if such may be gotten."

630. What meaning do you attach to the words clean Latin literature?—Dean Colet, in his ordinances, has himself defined his meaning by pointing out certain "aut'ors Cristain, as Lactantius, Prudentius, and Proba, "and Sedulius, and Juvencus, and Baptista Mantuanus, "and such others as shall be thought convenient and "most to purpose unto the true Laten speche;" and then he goes on, utterly to banish all "barbary and "corruption, and Laten adulterate," and which he says may rather be called "blotterature than literature."

631. He also calls the Latin he desires to be taught, "chaste" Latin, I think?—Yes, "good, "clean, chaste Latin literature."

632. I think it is your practice here not to permit the boys to learn Greek until they reach the third class?—It begins in the third.

633. Do you think it more convenient that they should be well grounded in Latin first?—They come, knowing nothing. They have all their Latin to learn, and I do not think it is desirable that they should begin to learn Greek until they reach the third class.

634. You teach Attic Greek from the commencement?—Yes; we do not do much from Homer.

635. You do not do much from the dialectic Greek?—Herodotus is done by the seventh class, but in the eighth it is exclusively Attic Greek. They read a few books of the Odyssey or Iliad in the eighth and fifth classes, and that is the utmost they do of Homer.

636. What books do you trust to for the formation of Latin style. You do not have a great deal of Cicero taught in the school, do you?—We rather take to Tacitus in the eighth, but they do Cicero as well.

637. Do they do Livy?—Lately they have done Livy in the seventh, and Tacitus in the eighth classes; but if you turn to the table, you will see that Cicero, also, is done.

638. It struck me that Cicero was dropped a good deal in the top of the school, and Livy taken?—It would appear to be so; but if you notice the paper, you will find Cicero, De Finibus, in the eighth class.

639. I wanted to know what it was that you trusted to for the formation of Latin style?—The boys write a good deal of Latin from oral dictation. I teach it that way as far as I can; but they want Cicero, and that they will have. At the University they appear to think rather more of Tacitus at present. I am an old Ciceronian; but I thought it was not quite so much in favour.

(*Mr. Thompson.*) We are very well satisfied with either.

640. (*Mr. Vaughan.*) I suppose it is a tradition of the school not to have lessons in history?—Not in history, except in the lower classes. They go through history in a careless sort of way, and do a certain amount, but they do not do it very well. It is not very easy to teach it by classes.

641. Your school may be considered a sort of nursery of grammar?—Yes; it has very great claims on the consideration of all scholars. Lilly was here, the father of all Latin grammarians; and so was Camden, who was one of the first Greek scholars of his age. This was the first school in which systematic classical instruction was given. It was not so either at Eton or Winchester.

642. Lilly was the first master, I believe?—Yes, he was the first master.

643. Was Camden Lilly's pupil?—No; he was the next distinguished scholar the school turned out. Among other public characters educated at this school, were the first Lord Anglesea, who was Privy Councillor to Henry the Eighth, the first Lord North, and the first Lord Paget. Those are three of the first flight of Lilly's school.

644. (*Lord Lyttelton.*) What do you do with respect to modern history?—Modern history does not come in at all, except in the High Master's teaching, by way of illustration, private reading, and essay writing. Modern history is constantly referred to; but it is not in what you may call the regular class work.

645. There are prizes given in the school every year?—Magnificent prizes, in books; *150l.* a year, at least, is expended in the books which are given away as prizes to the boys.

646. (*Mr. Vaughan.*) You have a peculiar mode of carrying on the repetition here, have you not?—Yes, but I think it is a very good one.

647. Did you introduce it?—My impression is that I did. At all events I have done it ever since I came here. I did not find it in my class, certainly; but I cannot remember whether it was in any of the lower classes.

648. Do you think retranslation gives a better perception of the relation of the language they are learning to their own language, than mere repetition does?—I think so. It gives them a knowledge of construction, and gives the master the opportunity of giving them good English. The masters give the best English they can produce, and the boys give the Latin. Moreover, in repetition, they do not allow the boy to say anything which he cannot give an account of. Any allusion in the repetition, or difficulty of construction, he is supposed to understand, and he would be turned down if he did not know it.

649. Occasionally you put them to their construing, to see that they quite understand what they are saying?—Yes. If one boy prompts another I generally make him give the English and not the Latin mode of construing, so that he must have an eye to his English all along, and it will not do for him to merely learn the Latin by rote.

650. That is to prevent a mere sing-song memory?—Yes.

651. Your repetition, in point of fact, amounts almost to an extra lesson in construing?—It does; and there may be a great deal in it upon which a master may be called upon to give his opinion.

652. Do you require different passages to be retranslated to those which they have been reading?—No, it must be something which they have been reading, with the exception of the eighth class, who say Horace's Odes, which they have not been construing.

653. (*Lord Lyttelton.*) Do you find the original composition of any account?—No, very rarely, except in the English prize essays, some of which are highly creditable.

654. Under the head of Original Composition nothing appears at all. The essay appears under the head Translation?—It comes under the weekly exercises, which are for the most part translations.

655. You have no original Greek or Latin composition?—No.

656. Has that always been the case ever since you have known the school?—Always. I think Lord Devon will say the same of Westminster.

(*Lord Devon.*) There was no original Greek composition there, and not much Latin 35 years ago.

657. (*Lord Lyttelton.*) You would be sorry, I suppose, to substitute any Greek or Latin composition for the Greek or Latin translation they now do?—We might occasionally, but the real fact is, we are very apt to have the university examination in view. At one time I used to set not only translation, but original composition, both in English essays and Latin verse, but I generally found the boys fail utterly in everything but translation. They do that well enough, but if they attempt anything in the shape of original composition in Latin, they have not the slightest notion of how to express their ideas, and make a most miserable mess of it.

658. With a view to acquiring power of expression in language, do you think translation does as much as original composition?—I think that translation is much more effective. Original composition ought to enable them to do it, but it never does.

659. It is not done, in point of fact?—No.

660. (*Mr. Vaughan.*) Do you not think you entirely lose the art of arrangement by not having original composition? Is there any equivalent for that in translation?—Perhaps it would be an object to teach the boys how to arrange their ideas, but the great difficulty appears to be that they seem to have no ideas to arrange. You may suggest subjects of any kind for original composition, but the result is, that you get the most wretched puerilities; whereas, if the same boy were required to do an equal amount of translation, he would do it very well.

661. Do you not think the deficiency of which you complain may arise from want of practice in some degree, rather than want of ideas?—I dare say a good deal of it does arise from want of practice, because at the debating society the boys speak well, and get up a subject well when they have practice.

662. Probably in consequence of not composing in the lower forms, and coming to you without any practice, when they are required to find their ideas and express them on paper, they do not know how to do it?—Probably so.

663. (*Lord Lyttelton.*) Can you tell us anything respecting the debating society?—It is one of the institutions of the school, and has stood for many years.

664. Where is it held?—In this room.

665. To whom is it limited?—To the eighth class. They meet every week, and I need not add that it is this way they have to read up books in history. They do not discuss contemporary politics, but generally some questions which they read up for.

666. Are they excluded from entering on the discussion of contemporary politics?—I suggested that they should never discuss them, and that they should especially avoid the discussion of any religious thesis. I believe they adhere to that; but I do not consider it my duty to watch them very closely.

667. How many are there in that society at present?—Twenty-one, which is rather a large number for it.

668. (*Mr. Vaughan.*) Do you attribute any part of the failure, which you find in the boys with respect to original composition, to the fact that the subjects which are given to them are above them, and out of the reach of their experience, in consequence of their being philosophical and historical subjects?—I have not had much experience in the matter. You put it in a way which suggests new ideas to my mind that may, perhaps, prove beneficial. If you were to ask a boy to express in the way of composition how he spent his holidays, he would scarcely be able to tell you. I do not know whether it is that he is ashamed of his own answers, or whether it arises from shyness, but the real fact is, that he does not express himself either with confidence or dignity.

669. (*Lord Devon.*) You have speeches once a year?—Twice a year, and, generally speaking, they are said to be very good. I have heard old Etonians say they are better done than they are at Eton, and I should myself say they are better done than at Harrow. The boys generally select their own subjects.

670. They are not prize compositions?—No; we have no time for that.

671. They select subjects with your approval, and those pieces they recite?—Yes, and they generally enter into it with spirit.

672. Are they dialogues?—Generally dialogues; Aristophanes very often, besides which there are admirable French recitations. Those are always done.

673. Is it done in this way; two boys stand up together, and carry on a dialogue?—Yes; I believe we were the first to introduce these dialogues, and then other schools followed our example in that respect. It is far better, instead of a mere single oration by a senior, to have several boys standing up together, taking part in some scene of a play.

674. (*Lord Lyttelton.*) That used to be the case at Eton?—Yes, there were scenes from Aristophanes there, but I think they were introduced here before they were at Eton or Harrow. The Eton speeches are no doubt very creditable.

675. (*Lord Clarendon.*) Do you set impositions?—As little as I can possibly help; they are a very great nuisance, and the boys have very little time here to do them. I generally make the boys write out an imposition if it is necessary, but I never set long ones.

676. Never, either to write out, or to learn by heart?—Never to learn by heart.

677. When you do set them they are always to write out?—Always.

678. (*Lord Lyttelton.*) What is the maximum number of lines you set?—For very rare offences I give the boys about 100 lines out of Homer. That is what seems to me to be sufficient.

679. (*Lord Clarendon.*) Does it not rather spoil their handwriting?—It is so bad already that I do not think it could be spoilt. That is the great grievance; the writing is dreadful now that the metal pens are generally introduced. Even in the case of the best boys it is very rare indeed that they write at all legibly or well. There is no encouragement for them to improve their writing; of course, they never learn to write here, and have no writing master.

680. Do not they learn to write before they come into the school?—Well, the ordinances say that they must be able to read and write competently, but we do not require anything like a running hand.

681. Would you not think that it would be desirable to give a rather less amount of imposition, and require that it should be written in a better hand, by doing which you would be killing two birds with one stone?—I do not think the boys would ever write it so as to render it a writing lesson, and you might be giving it back for ever. Still I always do reject an

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Rev. H. Kynaston.

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imposition if it is very carelessly scribbled indeed. We have no writing master; I wish we had.

682. (*Lord Lyttelton.*) You do not think you could work a system of imposition which would at the same time be calculated to improve the handwriting of the boys?—No; but the spelling would astonish you. It is really surprising how seldom the boys, even at the bottom of the school, make any mistake in spelling. Indeed they would hoot away anyone who committed errors in that respect. Yet they are never taught to spell, notwithstanding which it is perfectly astonishing how accurate they are in that respect.

Victoria Street, Tuesday, 16th December 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
HON. EDWARD TWISLETON.
SIR S. H. NORTHCOTE, BART.
REV. W. H. THOMPSON.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

J. W. SPURLING, Esq., called in and examined.

J. W. Spurling, Esq.

10 Dec. 1862.

683. (*Lord Clarendon.*) How long were you at St. Paul's?—Eight years.

684. When did you leave it?—In 1859.

685. Since 1859 have you been at Trinity College, Cambridge?—Yes.

686. And when shall you take your degree at Cambridge?—Next February.

687. Did your family live in London while you were at St. Paul's?—Yes.

688. And you used to go there every day?—Yes.

689. Did you stay there the whole day in the school?—Between the hours of 12 and 1 I went to an eating-house either to get dinner, or, when I got higher up in the school, simply to have luncheon, to dine at home.

690. There was an hour given to the whole school, was there not, from 12 to 1?—It varied at different times while I was there; it is 1 to 2 now.

691. There is an hour given in the course of the day for refreshment, for dinner or luncheon?—Yes.

692. And did the generality of boys go to an eating-house?—Some of them went to what they used to call Dame's-house, and there they had something to eat; or some few boys went into Dr. Kynaston's; but I think the generality of boys went to some eating-house or pastrycook's to get either dinner or lunch.

693. There was nothing organized?—No.

694. Each boy did what he pleased?—Yes.

695. There was no supervision?—No.

696. Or any inquiries made?—No.

697. Dr. Kynaston supplied a dinner for those who liked it?—Yes.

698. Was it anybody's duty to see that the boys came back punctually at the time they ought to do?

699. There was an absence list made regularly.

700. An absence list called over?—Either a monitor or the head boy of each class had a small piece of paper marked at the top "Absent List," and he looked round at five minutes after the hour, and all boys not in their places at that time were put on this list, which was shown to the master.

701. How was it known they were there; were their names called over?—There would not be a very large class, and the head boy of the class could easily see whether they were all in their places.

702. Would it be his duty to report a boy who was absent, who stayed out in the town longer than he ought to have done, or who was on the list, to the master?—The master would inquire into the matter; the absence list in itself was a reporting to the master. The head boy had simply to take the absence list and show it to the master, and the master himself proceeded after that.

703. The absence list was always, as matter of course, handed to the master?—Yes, it was put on his desk.

704. You alluded to monitors just now; is the monitorial system enforced at St. Paul's?—I think to a very limited extent.

705. Will you tell us in what manner it is constituted there?—The whole of the eighth, that is the highest class, are styled monitors. Two special monitors are named for each week, and when any of the masters are out of school one of these two monitors would move down to the master's place and keep order while that master was away; standing out in the middle of the room all boys that were noisy or misbehaved themselves in any way, and reporting them to the master when he returned, not having any power of actual punishment in himself.

706. During the masters' absence; do you mean accidental absence, or were they habitually absent on certain days?—No, merely accidental absence.

707. That must have been very rare?—It was very rare; but if they were not in school from 2, or five minutes after 2, then the monitors used to exercise their office, and between those hours of 1 and 2 some boys were allowed to be in the school-room; of course the masters were away at that time, and any misconduct that went on, the monitors, especially the captain, could turn those boys out into the play-ground.

708. But during the absence of the master, and when the monitor took his place, supposing the master was absent the whole school time, did the monitor hear lessons or take the master's place in any other way?—No, simply in keeping order. The class generally wrote out their lessons.

709. In school?—Yes; they learned the lesson and then wrote it out, or if it was a lesson over night, then that was written out.

710. They learned the lesson. Give us an instance of a lesson they would learn over night; a certain number of lines of Homer, perhaps?—Yes, for repetition. Supposing the master was not in, say for the first hour, the boys would take pen and paper and would write out their repetition without any reference to the book, just as they would have said it to him instead of repeating it.

711. Were the masters frequently absent then?—No.

712. Then this writing out of lessons before their return could have been of rare occurrence?—It was of rare occurrence; I only mentioned it as it involved part of the monitor's duties. The monitor's duty was when the masters were absent.

713. But the master being present the lesson learned over night would be said?—Yes.

714. It was not any part of the school practice to write out lessons that were learned by heart?—No.

715. (*Lord Devon.*) Who called over names at the first meeting in the morning, or were names called over at all?—They were not called. Those boys at the head of each class made the separate class lists.

716. Both then and in the middle of the day?—Yes.

717. (*Lord Clarendon.*) Were there any other duties that the monitors had to perform. The monitors were only boys in the eighth class?—That is all.

718. I forget now how many boys there were at St. Paul's?—153 is always the fixed number.

719. Those boys in the eighth class, all of them, have been ex-officio monitors?—Yes.

720. That was quite enough for the superintendence of the school?—Yes; quite.

721. Do you remember any other duties they had to perform?—Dr. Kynaston used to hear the eighth class repeat its lessons in the library, leaving the seventh class in the school, and during that time the monitors for the week kept it in order, and whenever any boy of the seventh class went down in the middle of the morning he was obliged to show to the monitors, by putting a book with his name on it, on what was called the monitor's table, that he had gone down.

722. Did the power of the monitors extend beyond the school room and the school duties?—No; not at all, except it might happen in an individual case, in any case of bullying, but that was not part of the system. We were supposed to interfere in any matter of bullying that we saw, but that was all. This rarely occurred, and we very seldom had to do so.

723. If a monitor were to happen to meet a boy in the street during the hour they might be in the town, and was to see him go into a low or bad place, would he have thought it his duty to interfere?—He would have no authority whatsoever to interfere. He might have done so personally and spoken to the boy, but simply as one boy would speak to another. He would have no sort of authority over him.

724. His monitorial authority does not extend beyond the walls of the school, in fact?—No.

725. Their authority, I suppose, in the school was cheerfully recognized, was it not; there was no feeling against it?—No; only once or twice, I think, there was a little outbreak; but that was very soon checked.

726. Against the exercise of monitorial power?—Against the exercise of monitorial power.

727. It was thought to have been unjustly exercised, or what?—Yes. There was a very large number in the class. Perhaps they had not all of them been exactly proper monitors. They had rather lowered themselves with the school. They had not stood enough upon their position, the boys rather got to take liberties with them, and naturally the monitors resented that, and there was just a little rising, but that was very soon quelled.

728. (*Mr. Thompson.*) That was rather the fault of the particular boys than of the system?—Quite so.

729. (*Mr. Vaughan.*) Are there not a certain number of boys who are boarders close to St. Paul's?—Yes.

730. With regard to the monitorial system, is that enforced more in those houses, and with those boys, than in the rest of the school?—The school recognizes no such thing whatever.

731. Not even in those houses?—No.

732. Do you know how order is kept in those houses?—No, not at all.

733. Is it kept by the person who keeps them?—Yes; there was no institution in the school framed for that case at all.

734. (*Lord Lyttelton.*) The authorities of the school disclaim any responsibility for these houses?—Yes, altogether.

735. (*Lord Clarendon.*) Is not the want of a playground a good deal felt there?—Very much. We should be kept together somewhat more after school hours if we had a proper playground.

736. (*Lord Lyttelton.*) Have they no playground hired?—We have a cricket ground at Kennington Oval.

737. (*Mr. Vaughan.*) Do you speak of the want of a playground as a want of a place of amusement for the boys?—Yes, because so few boys could go to cricket.

738. But have they not Kennington Oval cricket ground provided for them?—Yes, but that is a long way off.

739. Would not a playground besides have brought you much more together and given a more general tone to the boys as schoolfellows of one school?—We should be kept together somewhat more after school hours if we had a proper playground.

740. (*Lord Lyttelton.*) There would be more of society in the school?—Yes.

741. (*Mr. Vaughan.*) I suppose the system is practically one of boys living at home with their parents, and going for a certain number of hours during the day to receive instruction at St. Paul's?—Yes.

742. (*Lord Clarendon.*) In fact it is only a place for instruction, but none of the social system of a large school can exist there?—None at all.

743. (*Mr. Twisleton.*) Are not friendships formed there?—Yes; but they are somewhat regulated by going home the same way, or some accident of that sort.

744. (*Lord Devon.*) I suppose you, practically living on the north side of London, rarely go to Kennington Oval on the south, on your way from the school to Islington?—I did frequently go; it was very inconvenient, indeed, because it is a great distance; it is nearly six miles from my home.

745. How far is it from the school?—About three miles and a half.

746. (*Mr. Thompson.*) You say that friendships are sometimes formed at St. Paul's as at other schools; have you observed any difference between Paulines when they come to the university and schoolfellows belonging to other schools with respect to intimacy or attachment?—It used to be said that we hung more together than other schools; but I think, perhaps that was because we went up only three or four together, not like a large school, where they send up 30 or 40.

747. You are dependent on each other for society more than other schools?—Yes, at present.

748. (*Sir S. Northcote.*) Do you go to any particular colleges at Oxford or Cambridge?—We go chiefly to Trinity at Cambridge.

749. (*Mr. Thompson.*) There is a special reason for that, is there not; there are special exhibitions?—Yes.

750. (*Lord Devon.*) Had you any intermission of work during the day, except the two hours from twelve to two?—We used to be allowed to do what is called "going down" in the morning for ten minutes.

751. That is into the cloisters?—Yes.

752. Was that in the course of the morning school?—Yes.

753. What was the close of your day?—Four o'clock; it was five o'clock part of the time I was there, but for some years it has been four o'clock.

754. (*Lord Clarendon.*) Then at four o'clock the boys all go home?—Yes, except perhaps three or four who remain for a game in the playground; but all, as a rule, went home, and if we stopped, we had to leave about 20 minutes after 4, because the place was shut up.

755. Did parents send any report of what time their sons came home, or was there any check upon what they did when they left school?—None at all.

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756. When at home was there much reading in preparation for the next day; did they do a good deal at home?—No, except during the time, about six weeks, immediately preceding the examination, or any special cause for work like that; but there is not so very much done at home. I should think an average of a little more than an hour would cover it.

757. (*Lord Lyttelton.*) How could they be prepared for the school next day, without working at home?—Because, except the first lesson, which we said in the morning, we learnt our lessons in school.

758. (*Lord Clarendon.*) The school did not meet till 9 in the morning, did it?—No, not in my time.

759. And during that time there was an hour's absence, and school broke up at 4. Consequently there was only six hours study in the day, and little or no preparation in the evening?—A little more than an hour I think would cover the preparation at home, except as I say during the time immediately preceding an examination, or anything like that; or special boys, boys of a mathematical turn, perhaps might work rather more at mathematics. I think the general work of the school taken on an average would not extend to much more than that.

760. Then there was no private tuition?—No.

761. Is that the whole work which was done in school with the exception of this one hour at home of preparation?—Yes.

762. (*Mr. Vaughan.*) You learnt one lesson, did you not, while another was being said by another form?—Yes.

763. Do you think that that system cut you off a number of lessons, which you otherwise might have had?—I think it did in some measure.

764. Do you think that at the end of the year in fact you had got through less work than you might have done if the master had only heard one form?—Yes.

765. (*Mr. Vaughan.*) Was there any counter advantage in the boys' learning their lessons in the presence of the master in school; that is to say, the advantage of their not having anything else to do, and reading being their only resource?—Only that they could ask him the difficult passages.

766. (*Mr. Twisleton.*) Was it easy for a boy to shirk his work at St. Paul's?—Yes, I think, perhaps, it was rather easy.

767. (*Mr. Vaughan.*) Were there not temptations to idleness which were removed by the fact of the boys being three quarters of an hour together, when in other schools they would have been let loose to do what they liked?—For the upper boys there would be temptations removed.

768. (*Mr. Twisleton.*) Why not for the younger boys?—I am speaking of the upper boys in a class, the better, hard-working boys.

769. (*Mr. Thompson.*) Would you say that Paulines have read as much generally when they come to college, as boys from other public schools?—By no means.

770. Would you object to say now, for instance, what you yourself had read when you came up. How many Greek plays did you get through?—I think perhaps I had read three and a half tragedies.

771. And that you think is below the average read by boys at the head of public schools?—I should think so.

772. You got Lady Campden's exhibition, worth 100*l.* a-year?—Yes.

773. And you had only read three and half Greek plays?—Yes.

774. Had you spent a great deal of time in composition?—No.

775. Had you acquired a facility in writing Latin and Greek verses?—No.

776. You have acquired it since?—Of course I have had some practice in them, but have acquired no great facility.

777. Not a facility equal to what the boys, the best hands, from Eton and Harrow, obtain?—No.

778. Do not answer this question unless you like; it is only to obtain an idea of the system of the school, not with a view to your own special case. Would a boy in your position, first, second, or third in the examination, have read any number of books of Thucydides?—If he had been in the eighth three years, he might have read a book and a half.

779. That would be the outside?—The time I was in the eighth I read about half a book a year, I think.

780. What of Herodotus?—We read that in the seventh, that was the second class. We read about half a book in one year.

781. Was that in the original author. Had you an Herodotus out of which you read, or was it some compilation?—We read Herodotus.

782. Had you read any of the orators, Demosthenes, for instance?—About half a speech.

783. Was Aristophanes read at all?—Yes, one play in the year.

784. In all you had only read three and a half plays, one of which was Aristophanes?—No; I was speaking of the tragedies when I said three and a half.

785. And how many comedies?—One for each year. I was only in the eighth two years, but many boys are in the eighth three years.

786. How early do boys generally begin to learn Greek; I mean forward boys?—About 11 or 12.

787. Therefore they have been reading Greek when they leave for college seven or eight years at least?—Yes.

788. Does not that seem to be a small quantity to have read in that time?—Yes.

789. (*Mr. Vaughan.*) I suppose you read more elementary books than you have mentioned in the early part of your study of Greek?—We read Xenophon.

790. In the upper part of the school was there any more critical and searching method of reading than at other schools which you think at all compensated for the diminished quantity?—Not in the way of scholarship. There might be perhaps rather more in the way of general history, or facts bearing on the particular subject; for instance, we were taught to look out every proper name that occurred in our subject, and the history connected with it.

791. What is sometimes called the collateral real information connected with it you think was worked up with particular strictness?—Yes, I think we picked up a great deal in that way.

792. (*Mr. Thompson.*) Did you study through any history of Greece or Rome?—We had histories recommended to us, which we read.

793. Which you read voluntarily?—Yes.

794. Do you think that there was much private reading in the school?—In the way of history, yes.

795. I do not mean merely scholastic reading, but collateral reading, we will say general reading, in literature not strictly classical, but bearing upon classics; in such books, for instance, as Grote's History of Greece?—Yes, we did read volumes of that; not from the first volume to the twelfth, but we read the volumes that happened to bear on the subject, or interesting chapters, such as that upon the Sophists.

796. You would be examined perhaps in those?—We might have some question in the examination bearing upon that.

797. Had you many essays or themes to compose?—No, not many.

798. You mentioned the Sophists; that would be a subject for an essay probably; had you ever such a subject as that?—We had to write once, I think, a kind of abstract of that chapter.

799. (*Lord Clarendon.*) What would you say was the principal stimulus to study at St. Paul's; was it to advance in the school, or to obtain the exhibitions?—To advance in the school, in the lower portion of it; to obtain the exhibition in the higher; also lists were published at Whitsuntide, and most boys wished to stand well in them, because all their friends saw these lists, which were distributed at the apposition.

800. Great importance was attached to them?—Considerable importance.

801. And you think that that feeling pervades the whole school?—Yes, to a considerable extent.

802. You have found so far as you have been able to observe, that the amount of scholarship taken up by Paulines to the university is less than that which comes from other schools?—As far as I can speak. I am speaking in a matter like this more from my own experience in my own year, than from any other year; but I think it is also the general experience, to a certain degree.

803. (*Mr. Twisleton.*) That is not as to the scholarship; you would not say so as to the positive scholarship, but rather to the quantity actually read?—I think that applies pretty well to both; for instance we should not be very well up in the difference between οὐ and μή.

804. (*Mr. Thompson.*) In what is called critical scholarship?—Yes.

805. (*Mr. Vaughan.*) You did not work the higher and more difficult parts of grammar; in that way?—No; we were deficient in syntax.

806. More than in the forms?—I think we knew the forms.

807. In all the dialects?—Perhaps not, but we were grounded in the grammar; the syntax was the point upon which we failed.

808. What was the grammar that you used there?—The Latin grammar was one said to have been for the school, commonly called King Edward the Sixth's Grammar.

809. Were not the boys in the upper part of the school in the habit of using a different grammar for working up their classics from the boys in the lower part of the school?—Well there was a Jelf in the library and a Matthiæ in the library, to which we sometimes referred.

810. It was not an object of constant use or reference?—No; I do not think most of us owned the larger grammar.

811. (*Mr. Thompson.*) You did not read systematically through the larger grammars?—No.

812. Not even Madvig, which is not very large?—No.

813. (*Lord Lyttelton.*) What do the boys think about the apposition; are they interested in it?—The eighth are considerably interested about it for the speeches, and I think the junior boys are interested in coming and seeing it; their chief interest consists in the lists coming out at that time, and being published on that day.

814. I mean the ceremonial of the day, is it reckoned a great event?—Yes, it is reckoned a grand day.

815. It bears upon the work of the school, does it not; those who are distinguished in work are distinguished on that day?—Yes, in the upper forms.

816. (*Mr. Thompson.*) You have a great deal of composition of your own making to recite on that occasion, have you not?—Yes.

817. Would you say that the compositions produced by the boys at St. Paul's, were very inferior to to those, for instance, of Harrow. Did you ever see the speeches at Harrow?—The Rugby speeches I have seen; ours are inferior to them, but ours were grand exhibitions, if I may use the word. We could not keep that up habitually.

818. You think they were inferior?—They were inferior, but not so very much.

819. (*Mr. Vaughan.*) Do you think the school suffered in the point of scholarship at all from the boys not being together in play hours and out of school?—If we had not all gone home and been separated entirely afterwards we might have read more perhaps in the evening.

820. Do you think there was less of a feeling of emulation kept up on these subjects by the boys being scattered after the lesson was over and not seeing each other again?—I could not be quite certain.

821. (*Sir S. Northcote.*) You have not seen the working of the other system?—No.

822. (*Mr. Twisleton.*) Did not some boys study at home?—Yes, particularly when the time was drawing near for an exhibition, or if they were going up for any particular scholarship at Oxford or Cambridge.

823. I suppose it would depend upon the individual boy, and on the boy's parents?—To some extent.

824. (*Mr. Thompson.*) You would not call it on the whole a very hard working school?—No.

825. (*Lord Lyttelton.*) Do you think there is a disadvantage at the university in those respects?—Yes.

826. (*Lord Clarendon.*) Was there any attention paid to modern languages?—There is a French school. Two French masters were introduced while I was there.

827. Is it compulsory to go to them?—Yes.

828. It is not optional?—No, except about the last half year in the school. A boy who is going in to try for a scholarship at Oxford or Cambridge may, by getting special leave, occupy that time two hours in the afternoon at classics instead of French, supposing he has done pretty well in the French department.

829. Does he get marks for the French lessons, or places in the school?—No, not that particular boy, not the one who occupied his time at classics.

830. I see that French study does influence the places in school?—Not very much. We used to rise generally in the French school as we rose in the classical school, and French had no influence upon the exhibitions.

831. (*Lord Lyttelton.*) Do the boys look upon it as an important part of the school work?—No.

832. (*Lord Clarendon.*) Is German taught there?—No, only French.

833. (*Mr. Vaughan.*) Do you know how the boys would have felt towards the school being in the country in preference to its being in London or otherwise, if it had been practicable to attend there?—It was canvassed very strongly at one time among the school, and there was a great diversity of opinion among the boys; I think the general feeling was rather in favour of its being in the country because of having a playground.

834. (*Mr. Twisleton.*) But in regard to the convenience of many of the boys who live with their parents, I suppose it would make the whole difference as to their being able to go if the school was in the country?—Yes.

835. So that it is altogether a different principle?—Yes, quite.

836. (*Lord Lyttelton.*) Did you ever hear of the question whether they should remove, not altogether out of London, but to some part of London where they might have more space, as the Charterhouse, for instance?—I do not think the question was ever considered; we used to envy the Charterhouse.

837. Do you think the boys would have preferred to remain in London rather than to go into the country?—I could not be sure as to the general feeling concerning that.

838. Has it occurred to you that for the class of boys who go to St. Paul's it might be better that they should be nearer to London?—If they were removed out of London it would cut off a great many of them.

839. (*Mr. Vaughan.*) Do the boys who have been to St. Paul's generally when they get to the university, and afterwards in life, find reason to feel that they have lost advantages which other boys possess from having been in London the whole time of their education and having had no playground?—No, I think not particularly; we feel it chiefly while we are there.

840. (*Mr. Thompson.*) Do you think they suffer in health from the situation of the school?—Some fancy that they do, but I do not know that they do.

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841. You do not think that the general average of health is very low?—No, by no means.

842. Absentees from illness are not numerous?—For short periods a boy would be away every now and then for a cold for a single day, but I think that the illnesses in proportion to the school were not large.

843. (*Mr. Twisleton.*) Have you fallen in with any young men at Cambridge who have been educated at Merchant Taylors' school?—Not intimately.

844. Have you ever had an opportunity of comparing the system of St. Paul's with the system of Merchant Taylor's?—No.

845. (*Mr. Thompson.*) With regard to mathematics; you have not yourself made a special study of mathematics at Cambridge?—No.

846. Of the Paulines who come to Cambridge, what proportion do you think go out in mathematical honours?—I believe the average has been lower than usual the last two or three years since I have been up there; it is about one, or perhaps two, in a year.

847. (*Lord Clarendon.*) How many would come up to college in that time?—About three or four.

848. (*Mr. Thompson.*) A good deal of time is given to mathematics, is it not?—Two hours in the afternoon twice a week.

849. Some boys read rather high in mathematics at St. Paul's?—Yes; one or two in small divisions.

850. Would you say that those boys who read high in mathematics at school generally distinguish themselves more in mathematics at Cambridge than those who have not read so high; do you think they keep up that relative superiority when they come to college?—I should think so.

851. (*Mr. Twisleton.*) In considering in after life the advantages and disadvantages of the system at St. Paul's and other public schools, have you had the point present to your mind of the advantages of the home education of the boys living with their parents?—No; I cannot say I have.

852. (*Mr. Thompson.*) How many boys would you say, during your experience of the school, showed any decided taste for mathematics so as to distinguish themselves at school and at the university afterwards?—We changed our mathematical master while I was there; it is a different system now. I think I can only speak of the new system, which is more contemporary with myself.

853. Well, speak of that?—There were three or four, but they have not taken their degrees yet.

854. Are there any scholars of Trinity who owe their scholarships to their mathematics?—There was a junior scholar who has since died.

855. You yourself, I think, got your scholarship by classics?—Yes.

856. You were a scholar of Trinity?—Yes.

857. And have been about a year, I suppose?—Yes.

858. You were not very much interested in mathematics yourself when you were at school?—Yes, I was.

859. Were you satisfied with the mode of teaching and the time devoted to the subjects?—Thoroughly.

860. You think the mode of teaching could not have been improved?—No.

861. How much mathematics did you read?—As soon as I went up I began conic sections. I had read statics at school.

862. You had not read conic sections when you went to Cambridge?—No.

863. Elementary statics, I suppose; was it Whewell's statics or Goodwin's?—Goodwin's. There was a boy above me who was reading or had read Conic Sections.

864. What is the highest point that any boy in your experience reached in his mathematical studies at St. Paul's?—The Differential Calculus.

865. You think that time enough was given to the study of mathematics?—Yes.

866. In proportion to other things?—Yes; because the boys who took very much to mathematics, did mathematics out of school.

867. Had you been made a thorough master of arithmetic before you were put into these higher branches of mathematics?—I think so.

868. You had been through that?—Yes.

869. You were able to manipulate the principal rules of arithmetic readily?—Yes; I think so.

870. You had the principles on which the rules are founded explained to you?—Yes.

871. (*Lord Devon.*) Do you think that the prizes and rewards given in the school are a sufficient stimulus to studious boys?—Yes; except in two particular classes.

872. Which classes are these?—The seventh and eighth. In the seventh the marks for the prizes count on from the time of the boy's entrance into the class; the consequence is, that a boy may come up head from the sixth, and when he gets into the seventh may find a boy who stood in the middle class has got some 800 marks the start of him, which he has to make up in the year.

873. Then the result of the competition is tested at the same time for both the boy who comes up from the sixth, and the boy who has been in the seventh before?—The boy who has been in the seventh before gets the start of as many marks as he has made before.

874. (*Mr. Thompson.*) Speaking generally, can you imagine any stimulus to private reading which might be introduced with advantage?—If a sort of course was marked down, or any advice given publicly for private reading, and a prize offered for proficiency in that, I think it might be so.

875. No advice is tendered by the master upon anything but the routine school work?—Some is given. If a point turned up casually, he might say, "So-and-so is a good book to read for that."

876. Is there any tradition in the school of a time when that was different; when a great deal of work was done out of school hours?—There is a tradition of private reading, and I have seen it in some old apposition books.

877. Have you seen proofs of it?—I have seen examination papers set, headed "private reading."

878. (*Sir S. Northcote.*) Do many St. Paul's boys go and stand for open scholarships at the university?—To Oxford we send one or two a year; it varies in different years. At Cambridge the only college to which we regularly go is Trinity, and we have stood for one of the minor scholarships each time.

879. I am not asking merely what exhibitions there are, or scholarships connected with St. Paul's, but whether it is the practice for boys to offer themselves as candidates for the open scholarships?—Yes.

880. Do they afterwards offer themselves for the Balliol scholarships, for instance?—Once, I remember.

881. Once while you were there?—Yes; I remember a recent instance.

882. But it is not a common thing?—They go up for the Corpus, or for other scholarships.

883. There are frequently boys going up for some of the scholarships?—Yes; every now and then.

884. (*Lord Clarendon.*) What is the system of punishment at St. Paul's?—Chiefly degrading in the class, or standing out in the middle of the room, or impositions.

885. Is there no caning?—Yes; but not to a very large extent.

886. Is that administered by the masters?—By the masters.

887. The monitors have no power of inflicting the cane?—No.

888. Is the caning public?—Yes.

889. Is it on the hand?—Yes.

890. There is no flogging, then?—Well, there is, perhaps, now and then a case, but very rarely indeed. A boy, they say, was once flogged for playing truant; it was circulated in the school, but we were not quite certain about it.

891. (*Lord Lyttelton.*) Was there no flogging in your time ?—No ; there were one or two doubtful sort of cases.

892. (*Lord Clarendon.*) That is the only instance known ?—There may have been another, but I think it was of an equally mythical character.

893. When the caning was inflicted, was it at the moment when an offence was committed, or was the boy called up the next day?—It might be at the end of the lesson. If it is during the lesson that the offence takes place, generally at the end of the lesson the caning is inflicted, or, in occasional cases, it is the next day.

894. Is it usually inflicted for disorderly conduct, or for habitual idleness ?—I think chiefly for disorderly conduct.

895. While you were there, was the tone of the school good, upright, and honourable ?—Against lying, or anything of that sort, it was very strong, or against cheating in class. If one boy took up a book in a repetition, and looked at that book, the feeling would have been very strong against that boy.

896. (*Mr. Vaughan.*) How about using a crib for construing ?—It was against that. I think we were rather jealous of that.

897. (*Mr. Twisleton.*) The practice of their all learning their lessons together may have contributed to that ?—It did, rather.

898. (*Lord Clarendon.*) By cribbing one boy would get an unfair advantage over another, because their places depend upon the manner in which their lessons are said ?—Yes.

899. (*Mr. Vaughan.*) Their learning their lessons in school, therefore, tended to secure an advantage in that particular point ?—Yes.

900. (*Mr. Thompson.*) Were the impositions that were set at St. Paul's excessive, do you think ?—No.

901. (*Lord Lyttelton.*) But how much used you to have to write out ?—It would vary ; if we were late, it might be 50 lines ; or if we had not learned a lesson, it might be to write it out once, or if very bad, twice.

902. Could a boy send up an imposition written in an illegible hand ?—No, I think not ; I think that would have been rejected.

903. (*Lord Clarendon.*) That imposition must be done by the boy when he went home ?—Yes ; that is exclusive of any school work.

904. He might have got anybody to do it for him when he went home ?—There would be considerable chance of detection.

905. (*Mr. Twisleton.*) It appears from returns which we have received from the different public schools, that only five young men went from St. Paul's last year, either to Oxford or Cambridge : should you not say that St. Paul's has obtained prizes at Oxford and Cambridge, considering the smallness of its numbers, in proportion to its numbers ?—Yes; but I think the boys' fathers are generally perhaps men of less means than some other schools, so that boys as a rule do not and cannot go unless they are likely really to do something.

Victoria Street, Wednesday, 17th December 1862.

PRESENT :

EARL OF CLARENDON.	HON. EDWARD TWISLETON.
EARL OF DEVON.	REV. W. H. THOMPSON.
LORD LYTTELTON.	H. HALFORD VAUGHAN, ESQ.
SIR S. H. NORTHCOTE, BART.	

THE EARL OF CLARENDON IN THE CHAIR.

The Rev. JOSEPH WILLIAMS BLAKESLEY called in and examined.

906. (*Lord Clarendon.*) As you are an old Pauline, we are anxious to have some communication with you, and to ask you as the result of your knowledge and experience of the school, whether you can suggest any means by which its utility can be extended, and also in what way you consider that the objects of the Founder are now carried out under the present system ?—I think, considering what the income of the school is, that by improved rules the objects of the Founder might be carried out to a much greater extent than they are at present. The Commissioners are aware that 153 is the whole number of the boys educated in the school. I think I may say that of that 153, seven would be a very large number to be sent to the university in any one year. I should say that six was above the average. Now, it was certainly the intention of the Founder that the whole of the boys who came to his school should receive the kind of education which at the present time naturally terminates in a university career. But in fact the great proportion of the boys who enter the school leave without passing through it, and go into some other line of life than the learned professions. That I consider to be in itself something altogether alien to the objects of the Founder. My conviction is, that he intended the school solely as a nursery for the learned professions, or at any rate, for the highest education of the country. At the time the school was founded, the instruction given in it was probably higher than at any other school in England; the first master of St. Paul's school was the first Englishman that taught Greek.

907. (*Mr. Twisleton.*) What was his name ?—He was the celebrated Lilly. There is a little poem written by Erasmus, at the desire of his friend Dean Colet, which was hung up in the porch of the school. In it a special point is made of this fact of Greek forming part of the ordinary instruction :

" Hic rudis, tanquam nova testa, pubes
" Literas *Graias* simul et Latinas,
" Et fidem sacram, tenerisque Christum
" Combibet annis."

This clearly proves, in an age when *Græcum est nec potest legi* was a proverbial expression, that the education the Founder contemplated was the very highest ; that it was not to be an education for any other classes than those who either supply the learned professions or fill important positions in the state.

908. (*Mr. Vaughan.*) I think the Founder mentions the books he would have read in the school, all of which are Latin, with some reservation on his part as to his unwillingness to bind posterity ?—He does so, and all are Latin. But he names them not in opposition to Greek, but as instances of 'true Latin' in opposition to 'Latin adulterate,' the Latin of the schoolmen. In the very same paragraph he charges the masters, " that they instruct the children in " Greke & redynge Laten, in redynge unto them, " such autors that hath with wisdome joyned the " pure chaste eloquence."

909. (*Lord Clarendon.*) It was not expressly specified in terms that the school education was to terminate in a university career ?—No ; I gather the intention to give the highest education from the fact

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that in that school Greek instruction was first introduced, and that the first master of the school was the first Englishman who taught Greek.

910. (*Lord Clarendon.*) As that is rather an important fact, about Greek being first taught at St. Paul's, will you mention the year?—I think it was 1511 or 1512, I am not certain which. Greek was taught in England before, but by an Italian, Vitellio, a native of Corneto. Lilly was the first Englishman who taught it.

911. (*Lord Lyttelton.*) Do you know about how many have left the school every year?—I cannot tell you; I daresay you have got the official returns.

912. It may make the disproportion, perhaps, appear not so great; it is about 17?—I should have myself said 17 or 18; then, it appears that only about 30 per cent. of those who leave the school proceed to the university. In my opinion, at least 90 per cent. ought to do so.

913. (*Mr. Twisleton.*) Are you aware that there is no public school from which such a large proportion go to the university as 90 per cent.?—That may be the case; I do not deny that; but I think you will find that of the foundationers in a public school as large a proportion go to the university, and you will remember that *all* the scholars at St. Paul's are foundationers. My argument is not that non-foundation boys are introduced whose destination in life may be something very different from the learned professions, which is the case with the schools which I apprehend you have in view; but that the whole of the boys, receiving as they do gratuitous education, ought, if the Founder's intention is to be carried out, to be destined for that kind of career of which the university is the natural termination. I am quite aware of the circumstance Mr. Twisleton points out. I will now add, that of those who go to the university from St. Paul's school, the candidates for exhibitions and to whom exhibitions are almost always granted, a very considerable proportion, in my mind, would never have gone to the university, except for the artificial stimulus given by those exhibitions. Of course, when I was a Pauline, I knew very well the different degrees of qualification possessed by the different candidates for exhibitions; and now, as a member of the governing body, I have brought annually under my notice the report of the examiners, on which the exhibitions are granted. Supposing we take six as the average number of candidates, of about half that number they commonly give a good account, but scarcely a year passes in which there are not one or two of whom, while they allow that they are qualified for the university, they give at the same time no positive recommendation as to the granting of an exhibition. Now, it appears to me, that boys who come forward petitioning for an exhibition under such circumstances may be decidedly put down in the category of those who are artificially stimulated to proceed to the university. They are, by means of the foundation of Dean Colet, brought into a line of life which is not in any way natural to them. In my opinion that is an evil; I think that all foundations for the purpose of facilitating university residence ought to be strictly confined, as far as you can confine them, to those boys whose natural talents are such that they will, in the ordinary course of things, do well at the university.

914. (*Mr. Vaughan.*) Might I ask you whether you have had any opportunity of tracing their history subsequently in life, so as to observe what benefit their education conferred upon them in the end?—I do not know any instance of a boy of that description who in after life has done remarkably well. In fact, I should say they are untraceable.

915. (*Lord Clarendon.*) Do you not think that the founding of these exhibitions was for the purpose of facilitating,—you may call it stimulating,—but facilitating boys going to universities?—I believe the history of the exhibitions is simply this: Dean Colet had no idea of anything like an exhibition; his only object was to give a gratuitous education of the highest order. In process of time the funds became much greater than were necessary for that purpose. The surplus then was appropriated to exhibitions to a considerable extent. Now the exhibitions which the Governors give are really more than are wanted, and still we have a very large surplus.

916. But then would not that still be carrying out the objects of the Founder. His intention was to give a first-rate education, beginning at school and terminating at the university. Whether the funds which he left were given in one way or another, whether it should be by a stipend or an exhibition, it seems to me that his object is fulfilled by young men being enabled through his means to complete the sort of education he contemplated?—Yes; provided those young men have the natural qualifications which enable them to make good use of their university education, but not otherwise; at least if one may take the commentary of Erasmus upon Dean Colet's acts as an indication of what Dean Colet's mind was. You are aware that Erasmus and Colet were most intimate friends. Now Erasmus in one of his letters, a very remarkable one, while describing the school, says the boys are not admitted to it indiscriminately *nec quosvis admittunt temere; sed delectus fit indolis et ingeniorum.* I quite agree with your Lordship that it is a desirable thing for boys who have those natural talents which are likely to make them useful members of the learned professions to be assisted by exhibitions at the university, and I should not say that that was at all a misappropriation of the Founder's funds; but I think that when those exhibitions are given not to assist boys of talent, but really to enable boys to pass, without the least distinction and with very little profit, through the university, who otherwise never would have thought of proceeding thither, that is an unfortunate thing, and not least so to the individuals attracted by such bounties.

917. I am afraid you must very often be in the condition of not knowing whether a boy is fit for a certain system of education until that system has been applied to him. You cannot say exactly, *à priori*, that a boy will not be fit for Eton, for St. Paul's, for Cambridge, or for Oxford, until you have tried him, and I think it would be rather an arbitrary exercise of power if the Court, or with whoever the decision might lie, were to say such and such a boy is not of a character, or has not the ability to turn a university education to account, and therefore he shall not have that provision which our Founder has provided for him, in fact. Do you not see that there would be difficulty in that?—I think that difficulty would be got over by introducing greater competition.

918. That is another thing. Will you have the goodness to enter a little on that point. That would be your remedy?—That would be my remedy.

919. Will you have the goodness to tell us how you think that could be applied?—To start with, I would say that something of the following kind would be desirable. At present the members of the Court present an individual boy to the school in their turn as a vacancy occurs. Now it is a very invidious thing, in the first place, for the Head Master to refuse this boy on the ground of non-qualification——

920. He is very young, too, is he not?—I forget exactly the lower limit of the age; but he must go to the school before 12.

921. But are not some boys elected, or appointed, rather, by the Court as early as eight or nine?—I cannot trust my memory at the present moment; I do not think in practice many are appointed so young as under 10; but formerly it was the case, I believe.

922. (*Mr. Vaughan.*) If I may trust my recollection in the matter, not long ago there was, I believe, a regulation made that no boy should get an exhibition who comes after 12, so that 12 is virtually a sort of standard age for going into the school?—Yes, that is the upper limit.

923. (*Lord Clarendon.*) I remember Dr. Kynaston talking of nominations being given at eight or nine?—Some have been appointed very young indeed. At the

time I was at the school no boy could apply for an exhibition unless he had entered the school under 10. I myself was not competent to apply for an exhibition, for I entered between 11 and 12, and it was simply in consequence of a recommendation of the late Bishop of Durham, Dr. Maltby, who was then examiner, that one was voted me. As regards the particular point of presentations, as I said just now, they are made by the Court in rotation. The Head Master no doubt is bound to reject a boy if he does not find him competent; but then what constitutes competency? It is an extremely invidious thing for him, under any circumstances, to reject a boy; it is a duty, I think, which one ought not to put upon him.

924. The test of examination, I believe, is extremely low?—Very low indeed.

925. (*Lord Lyttelton.*) Your idea would be to have a much higher examination?—What I would suggest with the view of saving the rights of the Governors, so far as they have rights, would be this: that when any vacancy should occur, the governor, instead of sending one candidate should send up to the number of half a dozen, but that the best of those should be selected by some independent person competent to examine them.

926. On the model of the Civil Service examinations?—Possibly; though that was not my model.

927. (*Lord Clarendon.*) It is upon the system which is adopted at the Foreign Office?—It is the course which I have adopted myself since I became a governor. When parents have applied to me for their sons, and I was satisfied of the respectability of the applicants, I have taken their names down and examined the children myself to find out who was the most promising boy, and to that one I have given my presentation. I cannot expect the governors generally to do that; their habits are not such as to render it possible; but it would not be a bad thing that there should be some functionary appointed who should decide between such candidates, leaving each governor the opportunity of sending up half a dozen.

928. (*Mr. Twisleton.*) How many governors are there?—I think there are 24 or 25. One gets a presentation about twice in three years.

929. So that if each nominated six, there would be a very fine competition?—Vacancies do not all occur together, but when they did occur together the examinations, of course should be simultaneous. My plan would in any case ensure that the entrance to the school should be obtained by boys of something like promise.

930. (*Mr. Vaughan.*) Is it not the case that the Eton system of election to college scholarships by an absolutely open competition, was carried into effect by the personal sacrifice of the privilege of nomination?—I cannot answer that. I am not an Etonian myself. I think it is very likely that it was.

931. (*Mr. Twisleton.*) Would there be an unwillingness on the part of the present governing body of St. Paul's, to surrender in like manner its right of nomination?—I cannot give it as my opinion that they would be disposed to surrender it. I have not the least reason to believe that they would be.

932. Would it not be possible to have the examinations for all the vacancies at one time in the year?—I should think for the greater portion of them it would; but while the number of boys is limited to 153, if a boy leaves casually, you must either keep his place vacant in the school, which I suppose would be considered contrary to the wish of the Founder, or else you must have an examination at once.

933. Are you aware that, both at Winchester and Eton, the examination is once in a year, and the same difficulty about vacancies would arise there?—They have what is called an Indenture, and as the casual vacancies occur they are filled up from the names put upon that indenture at the annual examination. I will not pretend to say that machinery might not be introduced, which would produce that effect.

934. (*Mr. Vaughan.*) To what class of persons are those nominations usually given?—The applicants to me, in five cases out of six, have been London clergymen; sometimes London physicians. Every now and then I have had applications from the country, but very rarely; because now, as probably the Commissioners are aware, there is not the facility for the boys boarding which there used to be.

935. Have you any reason to think that the applications to yourself have had a wider or higher range than the applications which are made to others?—I am perhaps likely to have a more extensive acquaintance throughout the country than many of the governors.

936. And would the principle on which you have generally nominated tend to encourage applications from a wider circle?—My practice is not generally known. I never absolutely pledge myself to adhere to it. For instance, if I had a request made for a presentation for the son of a man of letters who was in straitened circumstances, I should not think myself bound to subject the child to the usual test.

937. Are you aware whether the same class of applications is made to the other members of the Company?—I think so, except that some of them being in business, are likely to have applications from persons with whom they have commercial relations; but I believe you will find, that the bulk of the boys admitted to the school are the sons of the London clergy. When I say London clergy, I include the clergy living within a radius of a few miles from London, because the railways give great facility.

938. Is it or is it not the case that those who are nominated by the Company in general, are personally connected with the members?—That I cannot tell you. I can only say that, from whatever cause, I believe they are not disposed to give up the right of private presentation. Perhaps I may be permitted to resume the answer to the Chairman's question as to the mode in which I should endeavour to produce a greater competition for exhibitions. The first step, by modifying the right of presentation, has been explained. The second step which I would take would be to require a certain qualification for each class in the school. I would not allow a boy of very considerable age to remain in a low class. At one of the examinations (in 1859), I was rather anxious to know from the examiners what the ages of the boys in the different classes were. I got them to give me the highest age in each class, the lowest age, and the age of the boy whose performance was the best.

939. (*Lord Clarendon.*) There being how many classes?—Eight; the first is the lowest.

The witness handed in the following table:

Class.	Number in the Class.	Maximum Age.	Minimum Age.	Age of best Scholars.
		Years Mths.	Years Mths.	Years Mths.
I.	22	13 9	9 6	10 6
II.	18	13 11	10 1	13 9
III.	25	14 9	10 9	12 3
IV.	20	15 3	11 6	11 6
V.	14	17 0	13 5	14 2
VI.	10	16 9	13 0	13 6
VII.	24	17 9	13 0	15 4
VIII.	19	18 9	16 6	18 9

In the first class, for instance, there were 22. The age of the best scholar is ten years and a half; but there was a boy in that class inferior to that best scholar, who yet was three years and three months older. It is quite obvious that a mixture of boys of that kind is in a moral point of view very bad indeed. The old boy was certainly doing no good to himself, and probably mischief to others.

940. (*Sir S. Northcote.*) Was the case of the best scholar in class IV. an exceptional case of one very clever boy who had got up?—That I cannot tell you. I merely got the examiners to put down the numbers. I was at that time trying to persuade the Court to adopt a plan of superannuation in the different classes, so as to get rid of the dunces by degrees. You will

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see by the table that there was at the time a great evil from the dunces remaining in the school. I think my plan of a competitive examination for entrance, would sweep a great many of these clear. I should gain two points by that. I should gain in the moral character of each class, and I should ultimately get no boys in the school but such as might, according to fair probability, be supposed to be likely to go through it. It is out of the question, that boys who are found in these lower classes at the age of 14 or 15 could get through the school. They must belong *primâ facie* to that class which, in my opinion, Dean Colet never contemplated giving his funds to educate gratuitously.

941. The superannuation, I suppose, is a certain age at which a boy must arrive in a particular part of the school, or cease to belong to the school?—Yes.

942. Will you first give us your idea about that?—I proposed that no boy should be allowed to remain in the second class after the age of 12; so that if he could not get into the second class by the age of 12, he should leave the school; and that no boy should be allowed to remain in the fourth class after the age of 14, nor in the sixth class after the age of 16. Those are very liberal allowances indeed.

943. (*Lord Lyttelton.*) Have you anything to say about the seventh class?—No; I thought that was unnecessary. I thought if you swept the drones out from the lower part of the school, the upper part would right itself.

944. (*Lord Devon.*) Is there practically any limit to a boy's remaining in the eighth; I observe one is aged 18 years 9 months?—They cannot remain in the school after they are 19.

945. (*Lord Clarendon.*) I suppose that the mode by which a boy passes from one class to another admits of no question. There can be no favouritism or injustice?—No, I think not; because every year there is an examination of the whole school by two scholars of reputation who are unconnected with it, and their report, although probably it would not absolutely override the proceedings of the masters, yet still serves to direct them. It is a continual check upon them, and I do not think there is the slightest reason to consider that the masters do other than their duty.

946. No; but I mean it becomes of consequence if there is to be a superannuation period, for the satisfaction of the parents as well as in justice to the child?—Yes.

947. (*Sir S. Northcote.*) It would place the master in a position of some difficulty; if he did not put a boy up, he would be considered to be ruining that boy's prospects, and therefore he would be subject to some pressure from without?—I should think so. But I have no reason to suppose that there has ever been anything like an undue keeping of boys back.

948. I do not think you quite understand me. Supposing that the master were bound to send away a boy at the age of 14, if he was not able to get into the fifth class, and supposing the effect of sending away a boy at the age of 14 were to deprive him of the advantages of the school, the parent and the patron of the boy would naturally look very sharply into it?—There is no question about that.

949. And as at present the boys are all appointed by private patronage, there would be some one at all events among the governors who would be likely to bring a pressure to bear on the master?—I think so.

950. (*Mr. Twisleton.*) And perhaps on the boy?—Yes.

951. (*Sir S. Northcote.*) That would not signify; that would be a very good thing. But have you taken the other point into your consideration, and do you think it might have a tendency to cripple the master, or in any way to affect his fair dealing with the school?—I think not, because the annual examination is a protection for the master who does his duty, as well as a check on the master who does not do it.

952. How far is it a protection. Would the examiners say, "Here is a boy who is wrongly placed, "who is placed too high"?—If in the annual examination they found that in the class in which a boy was he did very ill, it would prove either that he was very idle, or unfit for the class.

953. Would an examiner, merely examining for one day, like to take the responsibility of saying, "This boy, A.B., is placed in the fourth class, and is "not fit for it"?—I do not think an examiner need at all consider what issue is dependent upon his judgment. What he has to do is to give a judgment on the fact which is before him.

954. What is the nature of the judgment which he now pronounces?—The report of the examiners is extremely detailed. They give a kind of report of almost every boy's performance. If a boy had been moved into a class, and shown himself totally unfit for it, the unfitness is a thing which they would mention in their report, quite irrespective of the boy's antecedents or his destination. Thus you would have evidence that the boy had been improperly pushed up.

955. (*Mr. Twisleton.*) Is there an examination all through the school of all the boys?—Yes; every year.

956. Do you think that a good plan?—It has existed for many years.

957. That is a stimulus to the boys to exert themselves?—I should think it was to some extent.

958. (*Lord Lyttelton.*) Is it followed by prizes and rewards?—Yes.

959. Are all boys placed in order of merit?—I am rather unwilling to make an answer to that question, because I might not make it with perfect accuracy. I think the practice is to place them so, certainly in the upper classes; but I am not sure whether the arrangement is considered as final. The adjudication of the exhibitions certainly is so. What we do in the Court with regard to the exhibitions is this: we read the report of the examiners, and see whom they recommend for exhibitions. If they recommend a boy for an exhibition, and the Head Master on being called in gives a good moral character to the boy, we then give him the exhibition, at least if there is an exhibition to give him, and I never knew one deficient yet.

960. (*Lord Clarendon.*) And yet even with this, only a limited number go to the university?—Yes; but I think if this plan of mine were adopted, you would find a much greater number in the course of a few years.

961. Then having provided in the first place for a better sort of raw material coming in, and in the next place for boys who are not likely to advance being removed, is there any other alteration which you would suggest for the school. Do you think that the number is too limited. I will first ask you why it is limited to 153?—I believe I can give you a very good answer why it was originally limited to that. I have no doubt there was a reference to that narrative in the Scriptures of the miraculous draught of fishes; but in fact Dean Colet's funds were not sufficient to provide for more. The particular number was fixed in his mind by that familiar narration; but something like that number was the greatest which his funds would support.

962. But those funds having now increased, you think you would appropriate them in conformity with the Founder's wishes by increasing the number?—I should say we are decidedly bound to do so. That is my opinion. It is my private opinion only, but I think we are extremely wrong in not doing so.

963. (*Mr. Vaughan.*) The mere extension of the numbers to whom the benefit is to be applied, unless there is some important amendment of the principle on which that application is made, would only tend to increase the evil which you are now speaking of; a large class of persons being forced into a kind of education to which they could do no credit, and in which they could not exist in any comfort?—I think when any proposal has been made to the governors for the extension, it has been in some way combined with the principle of changing the manner of nomination.

I proposed a scheme to the Court myself. There was a committee constituted, of which I was a member, and which committee sat a long time, and a great deal of trouble was taken in overcoming scruples of members. That scheme would have left the Governors with a considerable augmentation of patronage, but it was something new, something strange to them.

964. Has it ever seemed practicable to you, or has it ever been proposed to them in the case of an extension of the benefits of the system, at any rate to make the extended part of it entirely free to open competition?—I have the draft of my scheme with me here, if you would like to hear it read.

965. (*Lord Lyttelton.*) Could you say what is the idea on the part of the majority of the governing body as to what they are to do with these surplus funds, which are now considerable, and will be still more so?—I do not think that the necessity of doing anything with the surplus presses very strongly on their imagination.

966. They merely let them accumulate?—Yes. But I would rather not answer questions as to the views of governors. If you want information from the governors I should like you to send for them officially.

967. I hope we shall have your scheme at full length?—I have it here if you like to see it. The paper which I hold in my hand is one which I drew up myself as a member of the committee which I was speaking of.

968. (*Lord Clarendon.*) Is it the same as that which we have had furnished to us, because we have that in print, and it has been circulated amongst us. Perhaps you can give in the paper?—It is rather different from the report which you have, because at the time I drew it up Haileybury College was in the market, and part of my scheme was to buy that. The college was sold while we were deliberating, and of course we struck that portion out of the report.

969. (*Lord Lyttelton.*) Will you state the substance of the scheme?—We started on the principle that there was an average surplus of 2,500*l.* a year.

970. (*Lord Clarendon.*) Is that the surplus now?—It was the surplus at the time of the recommendation. It is more than that now, I imagine. I will hand the scheme in to the Commission.

The witness handed in the following paper:

OUTLINE of a SCHEME for ENLARGING the UTILITY OF ST. PAUL'S SCHOOL.

(1.) IT may be considered as an ascertained point that the surplus revenues of St. Paul's School at the present time are not less than 2,500*l.*, whereof 1,000*l.* arises from money invested in stock, and realisable whenever it may seem fit to the trustees of the charity.

It it also undisputed that in the year 1888 the surplus revenue will be augmented by not less than 2,000*l.* per annum.

(2.) Under these circumstances it is suggested that the present available funds be employed in purchasing a site and establishing a school, which, while not furnishing a greater amount of eleemosynary education than the existing available funds are sufficient to meet, shall be susceptible of enlargement and improvement as often as those funds receive any considerable increase.

(3.) Such a design would be accomplished, if besides the foundationers (for whom a gratuitous education is provided) other boys were admitted whose parents were desirous of sending them, simply for the advantages to be derived from good instruction, and (perhaps also) for the chance of obtaining an exhibition at the University.

The great Public Schools (Eton, Winchester, Charterhouse, Westminster) are obvious examples of an arrangement of this kind. In most of them, the far greater part of the income of every master, and the whole of the income of some, arises from the payments of non-foundationers.

The recent foundations of Marlborough College and Wellington College are likewise analogous. In each of these a certain number of boys (sons of officers or clergymen respectively) are received at certain rates of payment, while the sons of civilians or laymen are admitted on higher terms. It is plain that this arrangement is substantially a distinction between foundationers and non-foundationers; for the difference between the payments of the favoured and the non-favoured classes is neither more nor less in effect than a foundation equal in value to the difference, in favour of the first mentioned.

(4.) In the accomplishment of the proposed design it seems highly expedient to procure (if feasible) a site of sufficient area to permit the school to be expanded to any extent which the growth of its funds would dictate as desirable at any future time.

(5.) The important points above adverted to appear to be secured by the acquisition of the ground belonging to the late East India College at Haileybury, now at the disposal of the Woods and Forests, which it is believed the Government would be disposed to sell at a low price for educational purposes. The College consists of a building well adapted for educational purposes, in the form of a quadrangle, containing a hall, a chapel, a library, five or six good houses adapted for masters, and chambers capable of accommodating 90 or 100 ADULT students. Besides this, there are two other good houses at a short distance, likewise adapted for the reception of masters, and about 50 or 60 acres of land contiguous, part of which was used as a cricket ground by the students of Haileybury College. There is also a very handsome well-built double wall for fives, which can scarcely have cost less than 1,000*l.*

(6.) It is believed that the whole of this property could be purchased, put in order for the reception of masters and students, and occupied for 20,000*l.* Assuming that by the expenditure of this sum, the surplus revenue of St. Paul's School would be diminished by 800*l.* per annum, there would still remain 1,700*l.* per annum available for the maintenance of the fabric and the endowment of the new school. And this might, if necessary, be increased by letting the two outlying houses, and such portion of the land as might not be considered necessary for the welfare of the school. I would then reckon that with this arrangement the disposable revenue would amount to 1,800*l.* a year. Of this I would dispose as follows:

Foundation Masters.

Salary of Head Master - - -	£400
„ Second master - - -	300
„ Chaplain - - - -	100

together with the three best houses, and a portion of that part of the building now appropriated to students' rooms. All these should be kept in substantial repair by the trustees, for which the remaining 1,000*l.* would be available.

(7.) For the salaries above mentioned the foundation masters should be bound to educate freely 40 boys, and if these boys should desire to board, to receive them as boarders in the students' rooms at 50*l.* per annum each. They should be at liberty to receive additional boarders in the students' rooms at 70*l.* per annum, of which sum 20*l.* should be regarded as school fees, and distributed among all existing masters, according to a scale laid down by the Head Master, and approved by the trustees.

(8.) As the number of boys increased, new masters should be APPOINTED by the HEAD MASTER, who should be placed in the remaining houses, but receive no other payment from the trustees. They should be allowed to receive boarders in their own houses, at any rate the Head Master might think fit, but a certain portion should always be regarded as school fees, and distributed among *the whole of the masters.*

By this arrangement the non-foundation masters would be remunerated mainly by boarders, but also in part by their share of the school fees distributed among the whole educational staff.

In the case of all non-foundationers, an entrance fee should be paid by each boy to the Head Master.

(9.) When the funds of the school had increased in 1888, the number of foundation boys should be increased gradually. For every one, 20*l.* per annum should be paid as school fees, and they should have a claim to be boarded in the students' rooms at 50*l.* per annum so soon as a vacancy occurred. When the whole of the students' rooms were filled by foundationers, the number of the free boys would be (say) 140.

The *salaries* of the foundationers' masters would be then—

Head Master - - - -	£1,400
Second do. - - - -	1,050
Chaplain - - - -	350

I should allot a large portion of the students' rooms to the Head Master, but not allow him to receive non-foundationers in his own house. The practical working of the plan would be that as the school grew he would make some one of the new masters, appointed by himself, head of his boarders, allowing him a suitable salary.

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(10.) I have very little doubt that by the time the funds of St. Paul's School received their first increase (in 1888) there would not be less than 300 or 400 boys in the school, if the first appointment of masters was a judicious one.

(11.) It is obvious that if at any future time the trustees should think it desirable to merge the town establishment in the country one, they would have not only enormous funds, to rebuild the whole of the latter in a magnificent style, but a fine site of sufficient magnitude to enlarge it on any scale.

In the meantime (which I trust the committee will keep in mind) the above proposition allows the maintenance of the existing order of things—be it bad or good—on the existing site—be that site approved or disapproved. No strong feelings on the part of any section of the trustees are disregarded. The above scheme may be regarded as simply provisional, although capable of the highest development.

(12.) It must not be forgotten that the scheme is as yet only to be judged as a *rough outline*. If on general principles it be approved, details shall be given and confirmatory evidence of the reasonableness of the expectations adduced. The amount of payments, too, must be regarded as an open question. The sums set down are intended merely as a first suggestion.

The essential part of the scheme is that the Head Master shall be allowed free play to build on the foundation, and to reap the pecuniary advantage resulting from being seen to build well.

By the means thus suggested, and with all these funds coming in, I consider that the new school would soon be in a very efficient state, quite as efficient as St. Paul's is now; so that in fact we should have as good a school as St. Paul's in the country maintained solely out of the surplus.

971. (*Mr. Twisleton.*) The plan of the Founder was that they should be boys of London, was it not?—I think that is only an inference from the fact of his founding a school in London. Dean Colet in his statutes does not say so.

972. (*Lord Clarendon.*) Your intention with respect to it would not be to destroy the school in London?—No, that would go on as it is now.

973. This is merely another school?—This would be another school, maintained out of the crumbs which fall from the table of the school in London.

974. (*Lord Lyttelton.*) Is it not the fact that there will be in the course of a few years a much greater surplus?—In 1888 it is considered that there will be at least 2,000*l.* a year more.

975. What would you propose to do with that?—My idea was that if my plan should be carried out, when 1888 came the surplus should go to the new school and that it should be largely increased. The paper I have handed in contains my deliberate views of what might be done, and I have no objection to its being printed.

976. (*Lord Clarendon.*) Probably that will give it the best chance of being carried into effect?—I may say that I consulted different friends of mine with reference to the plan, among others Dr. Vaughan, formerly of Harrow, and that he thought well of it. He says that he entirely approves of the principle of it. He has had experience of schools of this description; partly foundation schools and partly free schools. My idea of getting a mixed body was not without a view to greater competition.

977. (*Lord Lyttelton.*) Are you aware of any opinion among old Paulines of distinction on the question of moving the school out of London or to some other part of London, or of grafting upon it an additional school according to your plan?—Yes; advice was asked I think of the present Lord Chief Baron.

978. And of others?—They gave their opinion, if I am not mistaken, against moving the school.

979. All of them, I believe, were rather in favour of moving it to some other part of London?—Yes; they gave that opinion under the impression that Dean Colet had intended it for the citizens of London especially, which I consider is a mistake.

980. (*Mr. Twisleton.*) Without reference to his intention, is it not the case that the removal of it into the country would change the character of the school?—No doubt it would.

981. And does it not, if properly managed, fill up a desideratum in the metropolis?—I think so.

982. (*Lord Lyttelton.*) You do not propose to move it?—My plan merely proposes to create a school in the country with the surplus.

983. (*Mr. Twisleton.*) Would it be possible to enlarge the school in London?—Do you mean on the present site?

984. Yes?—I think not materially. I can give you accurate information on that point, because I was on a committee when we took that matter into special consideration. We came to the conclusion that under no circumstances could we alter the building so as to take in more than about 280 or 300 boys in all, and that would be at the cost of turning the whole of the masters out of their houses and converting the entire building into schoolrooms. We thought we could do this—it would be at considerable cost no doubt. We also thought we could, without turning out the existing masters, find room for about 40 or 50 more boys: that would be at some expense; but to increase the numbers up to 300 we found could not be done without turning out the resident masters.

985. Do you know whether there would be any really great difficulty in obtaining a good locality in London where 300 boys might be well received?—I should think the cost of ground would render it an impossibility. The one great inducement with those who were anxious to move our school into the country was that the site is so extremely valuable. I am told we could sell it for 60,000*l.*

986. Might you not gain a site in a better situation for that money?—If you are to have a school in London at all I do not see that there is any objection to the present site.

987. Except that there is not room even for 300 boys, is there?—There could not be room made for more than about 40 more without very great expense indeed.

988. But in reference to the character of the school; what would be the objection to maintaining the present character of the school; what would be the objection to purchasing with the 60,000*l.* a different site, where you might have sufficient room for 300 boys?—You would probably have to give 60,000*l.* for your site, and then there would be the building to erect.

989. (*Mr. Thompson.*) And if the site was not much larger it would not be a great advantage?—I should imagine that in any part of London you would have to give such an enormous sum for a site, that all your money would be spent in purchasing it.

990. (*Mr. Vaughan.*) With reference to the original character of the school being altered by removal from London, I will just quote what the founder says as to the boys he wishes to be taught in the school. He says, "There shall be taught in the said "school children of all nations and countries in-"differently to the number of 153"?—Yes; he does.

991. (*Lord Lyttelton.*) It was rather presumed on the part of those persons to whom you referred, that placing it in London implied that they were to be mainly London boys?—Yes. It is extraordinary how, as times change, people change their opinions about others' intentions. I have had letters from clergymen requesting presentations from me, and specifying the ground for their application to be, that they believed the Founder intended the children of the clergy to be especially favoured, forgetting that the school was founded in days when all the clergy were unmarried.

992. (*Lord Clarendon.*) Supposing that such a country school could be added to Dean Colet's foundation, have you ever considered what would be its effect on the metropolitan establishment; whether it would draw off the best boys from there, or whether the present school would remain in its present state, and would be altogether a different class of boys from those going to the other school?—That objection has been made before now.

993. It was not an objection on my part, merely an inquiry?—It has been made as an objection by others,

and the proposed new school has been called a rival of St. Paul's. I cannot myself understand how one good school can (in an evil sense) be called a rival of another. It is possible that many persons might prefer to send their sons to the country school. I should myself, for one. I have five sons, but I have not sent any to St. Paul's, nor do I intend to do so; because I believe the influences of the playground life are morally so very valuable, that no other advantages compensate for the want of them; but, otherwise, the pecuniary advantages of St. Paul's are very great.

994. You say that you do not quite see that there would be a rivalry between the two schools. I understood there would be two branches of the same school; one of which would be so much more favoured than the other, both by its locality and by its playground, consequently by its social system, that you think the rural school would be superior, and might attract a different class of boys; for instance, you would send your own sons there, but not to the London school?—That would not be on account of the different social rank of the boys.

995. I do not mean as to the social rank but the social system; the different school associations that would arise from the locality?—I believe that there being no boarders at St. Paul's the advantages of it are almost entirely confined to professional men living in London. The number of these would not be diminished. It is a great advantage for them to have their sons receive a good education; and if they are clever boys and get on, to obtain the means of a university education, and at the same time to live at home.

996. (*Mr. Vaughan.*) But even with regard to those who now take advantage of the school in London, does it necessarily follow that those professional gentlemen who now send their children to St. Paul's, if they could send their children to a St. Paul's in the country with corresponding advantages to those which they now have at St. Paul's, would necessarily dislike it?—It is not everybody who takes the same view as to the importance of the out-school education; what I call the playground life. The same class of persons who send their sons to King's College—and a very large number no doubt there are, for I think the education at King's College is more extensive than at St. Paul's—would be always anxious to get their sons to a London school.

997. It would not be safe to assume that it is the locality in London that is necessarily the temptation to send their sons to St. Paul's, rather than pecuniary advantage, whatever it may be?—Yes; but you see that under my plan they would have to pay for the boarding of a boy at the country school, whereas at the London school he lives at home, and costs nothing for board.

998. But suppose that the board were given them at cost price?—That I do not propose.

999. Supposing that the board were given them at the cost price in the country, there would be nothing lost to the boys in that way?—That is not a part of my scheme. I should always object to that. I do not think it at all a desirable thing.

1000. Will you explain why it would not be advantageous to give the boarding at cost price, because the same reasons may apply to other schools as well?—The reason I say it is this, that I think sufficient eleemosynary benefit is conferred when gratuitous education is given. I think if you were to give board for nothing, you would run great risk of introducing a large number of boys who were really sent to the school simply for the purpose of saving their fathers the payment of their butcher's and baker's bills.

1001. That is not what I meant by cost price. I meant they should pay the actual price that their board and lodging actually cost. It is a general principle of public schools that the charge for board and lodging includes a profit, which in effect constitutes a part of the remuneration for teaching. It is merely another way of giving a stipend to the master. As there can be no reason for this in the case of a school like St. Paul's, does it strike you that, in the first place, there would be any objection to arranging the system so that the boys should pay for all that they really cost in the way of living, and that all beyond that should be provided for them, as they now have it, free of any charge?—It is a question which I have not considered, and I would rather not give an off-hand opinion upon it; but I misunderstood your question when I made the first answer. I only deprecate gratuitous board and lodging.

1002. (*Mr. Twisleton.*) That would be gratuitous lodging though not gratuitous board?—Yes.

(*Mr. Vaughan.*) If necessary they might pay the interest on the building, but it might not be necessary. My expression included "lodging."

1003. (*Lord Lyttelton.*) Does it not seem probable that there would be a large number of persons in London who would like a good day school of established reputation near their own homes?—I do not think there is the slightest chance of any diminution in the applications for admission to the school.

1004. (*Mr. Thompson.*) Nor of any deterioration of the boys?—No; I cannot see the slightest ground for apprehending the one or the other.

1005. (*Sir S. Northcote.*) You would have plenty of applicants for double the number of nominations?—Yes; and if the method of admission were thrown more open, I have no doubt the applications would increase.

1006. (*Mr. Twisleton.*) Is it not the case that some parents prefer a system by which their sons may go to school during the day, and be with them during the evening?—I have no doubt great numbers do. I do not mean to say that there is not a good deal to be urged for their preference, but I do not share it. With boys of some peculiarities of character I have no doubt it is very desirable.

1007. (*Mr. Vaughan.*) I suppose it is not to be assumed absolutely that the persons who take the benefit of it, under the present circumstances, really consider that an essential part?—I do not think it enters much into their consideration. They get a good education, and prospective advantages for nothing. That is the main thing.

1008. (*Mr. Twisleton.*) I suppose the economical advantages are predominant in their minds?—I have no doubt they are, considering the circumstances of the London clergy generally.

1009. (*Mr. Vaughan.*) But as the school is arranged at present in London, are there not certain difficulties, even on the present site of the school, which already make themselves felt, in combining the home system with the system of school instruction with regard to the boarding of the boys in the daytime?—You mean as to what becomes of them between schools.

1010. Yes, and as to their obtaining their meals at that time?—Yes; I have myself, at the Court, always endeavoured to keep clear of that subject. I have always said let us have nothing to do with it. We are taking a responsibility of impossible fulfilment upon ourselves if we lay down any regulations of the kind. You cannot exercise any real superintendence over boys unless you have them in your house.

1011. You are obliged, in fact, to leave the parents to contend with that difficulty, whatever it is?—Yes; they enter upon it with their eyes open.

1012. Do you know whether it is what they feel to be a difficulty?—I cannot speak from experience as to whether they have found it a difficulty or not. I have understood that at one time, Dr. Kynaston used to receive some of the boys into his house to dine there. I see no reason why any master should not be allowed to do it if he thinks proper, and I am not quite sure that the undermasters are not permitted to do it. At any rate I should conceive that such an arrangement could be easily made if the parents wished.

1013. (*Lord Clarendon.*) You think, although the masters might not take upon themselves this responsibility, they might facilitate any measure which the parents desired?—I see no objection to that, as a private arrangement.

1014. Do you not think the more you prevent these boys running about London for an hour or an hour and a half, the better it would be?—As a go-

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vernor of the school, I should never, in the least degree, seek to impose any duties on the masters in that respect.

1015. Do you not think some boarding house or other might be provided, to which the boys might be expected to go?—The houses in that neighbourhood are almost all houses of business. It would be a most difficult thing to find any house.

1016. They play really through prison bars, and all the passers-by may look at them?—The area in question was not intended as a playground, but simply as a means of passing from one house to another. It is merely accidental that it is made use of to play in. It was not constructed with that intention.

1017. (*Lord Lyttelton.*) Would the whole number of 153 have their dinner near the school?—The sons of the city clergy would live in that immediate neighbourhood, and they would go home.

1018. A great many do not, we have been told. I do not see how so large a number is to be provided for. However, the governors do not consider they have anything to do with it?—I believe not.

1019. (*Lord Devon.*) There is no connexion whatever with the cathedral, is there?—No, there is not, not the least. Dean Colet had a singular dislike of the clergy, and of chapters especially, in his day. If you will read the letters of the time, you will find what an exceeding dislike he had of them.

1020. (*Lord Clarendon.*) Supposing your propositions were ultimately to meet with adoption, still there must be a great deal of time passed before the Court would first agree to entertain them, and next to carry them into effect. In the meanwhile is there anything you can suggest for improving the system of instruction and education there. The boys are there, I suppose, on an average about six hours a day; I do not think it comes to more than that?—I should think rather less.

1021. It is from nine to four, out of which they are away an hour. We may call it six hours. Do you think that those six hours are employed in the best way that they could be, for it appears at present there is very little preparation out of school, and therefore all that the boy gets is imparted to him in the school?—There used to be a great deal of preparation out of school.

1022. I do not think we have gathered that there is a great deal now?—I should hesitate to offer any recommendation in matters of detail, because I think these things ought by rights to be left to the Head Master, as a general principle. No school is in a healthy condition except the Head Master has the entire regulation of the details, and also the appointment and dismissal of the under masters. That is what I should strongly recommend, so as to make the Head Master responsible for everything, and to fetter him in nothing; because power and responsibility must always go together.

1023. It is just the reverse at St. Paul's, is it not?—It is.

1024. I would ask, knowing the education that is imparted at St. Paul's, whether you are satisfied with it. I will tell you why; the question has been brought very strongly under our consideration, because we have had both Rugby boys and Pauline boys here, and very good specimens of both; but the difference in the work which one has got through at Rugby and the other at St. Paul's, is very striking, and must make a most important difference in their positions at the university and in their prospects afterwards. What I would ask you is, knowing what is done at St. Paul's, whether you are satisfied with it?—I think the school would be in a more satisfactory state if there was more competition.

1025. You would do that by increasing the numbers?—Yes, in the way I have mentioned to you.

1026. Your mode of increasing the numbers contemplates another establishment?—Not the first part of it, the preliminary examination to admission, and the superannuation in the various classes; and I believe that those two agencies by themselves would produce a very much greater competition in the upper part of the school after five or six years.

1027. Would you increase the number of boys now at the school?—I would not until the system was altered.

1028. (*Mr Thompson.*) We have had it in evidence that very little work is done except the mere routine schoolwork. Perhaps you will inform us whether that was the case in your time?—A great deal was then done out of school.

1029. We have had it also in evidence that boys who go up from St. Paul's have usually read not more than three Greek plays, and other things in proportion. Would you say that the head boys who went from St. Paul's in your time had read more than that?—A great deal more than that.

1030. In fact they were rather better informed than worse informed in classical literature than the corresponding boys of other schools?—I should say so; you are aware probably that the captains of St. Paul's for several years in succession got fellowships at Trinity College, and that some of them were university scholars.

1031. (*Sir S. Northcote.*) Do you think that was owing to parental influence at all, or to the influence of the working of the school?—I think it was almost entirely owing to the tact and skill of the Head Master.

1032. In the case of boys living at home, must not parental influence have a much greater direct effect than it has in the case of boys who go to board at schools?—I can hardly answer the question from my own experience. When I was at St. Paul's, I was one of about 30 boarders in Dr. Sleath's house, and my schoolboy experience is derived from them.

1033. (*Mr. Vaughan.*) At the time that these distinguished scholars which you are speaking of were found in the school, was not there a very large element of those who boarded at the school?—I do not think all those distinguished scholars were boarders; one of them certainly was not, the present Bishop of Manchester; he lived at home with his father, who was, I think, secretary to the Royal Society, and librarian at Somerset House.

1034. Do you know enough of the history of public schools of recent years to be aware whether at that time the present high strain of competition which has been brought on at the public schools in general did or did not exist?— At St. Paul's in my time there was a great deal of emulation amongst the higher boys.

1035. I was rather speaking of the other public schools?—I should describe the difference between the present period and a quarter of a century or thirty years ago, very much in this way: I should say there was as much competition then as now, but there was not so much private tuition, not so much training. I think in my younger days we worked quite as hard against one another as young men do now, but it was not the usual thing to have so much extraneous aid. I myself never had a private tutor in classics. A much better scholar than myself, who was first in my year, never had a private tutor. He had, however, been brought up from his childhood amongst scholars, but I think Bishop Selwyn, who was the second in my year, was the first Cambridge undergraduate of any reputation as a scholar who took a private tutor in classics.

1036. Does not St. Paul's at the present moment exist under a peculiar disadvantage in this point of view, that in most of the great schools there has been a system of competition for scholarships, exhibitions, and other endowments, and introduced since the old days, which is acting very much to raise the scholarship of the schools; whereas the system at St. Paul's has remained perfectly stationary and excites little or no competition?—That is very much as I should describe it; that owing to the mode of presentation to the school there is insufficient competition for the altered circumstances. I think that with the funds there are, we might, under proper management, have as many as 15 or 16 pass every year to the university instead of five or six. Of course when 15 or 16 come to compete with one another, the obtaining an exhibition becomes a matter of some credit.

ST. PAUL'S.

Rev. J. W. Blakesley.

17 Dec. 1862.

1037. (*Lord Lyttelton.*) The boarding system came to an end with Dr. Sleath, did it not?—I think that for a time Dr. Kynaston had boarders; but for some reason or other it was arranged that he should not continue to take them.

1038. Do you think the boarding system can be kept up?—It is impossible to revive it. In the days when I boarded there, London was so different from what it is now, that I remember playing cricket in fields on the site of streets through which I drove to-day in coming here; likewise the river in those days was not filled with steamers, and the boys could row on it.

1039. Do you mean that the boarding system cannot be revived because of the impossibility of having games?—That is one great reason; but London is totally different from what it was.

1040. (*Sir S. Northcote.*) Do you think that under present regulations a day-school system could ever be equal to a boarding system in training the boys?—No, I think not; but some persons take a different view from myself.

1041. Does it not seem to stand to reason that much more must depend on the influence of parents in the case of a day school?—I should think so.

1042. Should you say generally that parents are sufficiently alive to the necessity of making their boys work?—I think the parent is not the person to chastise his child in a case for which a child requires chastisement.

1043. Nor can a parent, under ordinary circumstances, judge so well of what a boy ought to be doing as if he had the means of comparing him with others?—No doubt; and besides that, he is rather too intimately concerned; he is too biassed.

1044. (*Lord Clarendon.*) I do not know whether there is anything more which you would wish to suggest for the honour and advantage of the school?—I think a great deal of benefit would be done to the school by adopting those suggestions which I have made to you; and I should welcome the expression of the Commissioners' favourable opinion on the subject.

1045. (*Lord Lyttelton.*) There is one question on the general subject which I should wish to ask you, about the teaching of geography; I mean modern geography. In what way would you advise it to be introduced into the teaching of public schools?—You mean descriptive geography, not mathematical geography, which is, in fact, comprehended in mathematics?

1046. Descriptive and political geography?—Whenever I have taught it to any of my children, I have taught it as I learnt it myself, by reading books in which geographical points suggest themselves. I do not think you can make it expressly a subject of study with advantage. There are some books which should be read, but you can hardly teach them in a school.

1047. Could you teach D'Anville's books, do you think?—I am not sufficiently acquainted with them to say.

1048. (*Sir S. Northcote.*) Do you know the Eton book, Arrowsmith's Description?—I do not.

1049. (*Lord Lyttelton.*) The principle you mean is that of blending it with other subjects?—Yes; this is the natural way; for instance, we most of us know more about the geography of America now than we did before the split between the States.

1050. Do you think it would be learnt with sufficient completeness in that way?—It is the only way in which I ever learnt it.

1051. (*Mr. Vaughan.*) Has not most classical geography been learnt in that way, *i.e.*, by reference to it as an illustration of history?—I think so. There are some books which I suppose advanced students sometimes read, such as Cramer's Italy, and Wordsworth's Greece. But you cannot understand history at all without learning something of geography. No school is properly furnished except there are plenty of maps and things of that kind. At the time I was at St. Paul's, when we read anything, Dr. Sleath used to have the maps produced and make a boy find every place mentioned; and never did we come to the name of any one without being cross-examined about it, and the history connected with it. He attached a great deal of importance to what he called "collateral information," and had a remarkable talent for eliciting it and infusing a taste for its acquisition, by his oral teaching.

1052. (*Lord Lyttelton.*) Assuming the present system to be maintained, and considering the way in which time is allotted at the schools, how do you think modern history could best be introduced without any disturbance?—It is difficult to say. You must remember that the mental power of a boy is a finite quantity. In my opinion, at some schools of reputation, considerable damage has been done by incautiously frittering away education into too many branches.

1053. Still you would not omit modern history altogether?—I do not think I should make it a subject of instruction in school. I think, if I wanted to make boys in a public school learn something of modern history; what I should do would be to give them from time to time a subject connected with some portion of it, and make them write an essay upon it; that would make them get up a particular subject to a certain extent.

1054. (*Mr. Vaughan.*) I should like to have the benefit of your experience on the point you mentioned. You said, at some schools in which the curriculum had been very much extended, you thought the system had been frittered away?—I think mischief has been done in that way to schools of considerable reputation.

1055. To the acquisition of knowledge, and to the mind in general?—I mean that the boys have been hindered from getting their minds under complete weigh in any subject. They have been taught a little of one thing and a little of another, and the consequence is that when they arrive at the university they have come to have really no taste for anything. They regard all study with a perfectly impartial loathing; they have had no chance of imbibing a taste for any one subject.

1056. (*Lord Lyttelton.*) Do you think that the reading or encouragement of modern history could be combined with the study or encouragement of French?—I never considered the two subjects in connexion till the last time my eldest boy came home, when he had a holiday task which was to be an essay on religious intolerance. It was to be written in French, and he was referred to certain books, I think Guizot's History of Civilization, and some others. The plan seemed to me to answer. I read his essay. He was second, and did not get the prize; but it really showed that he had read a good deal, although what was so read would probably not continue long in the memory.

1057. (*Lord Devon.*) At what school was that?—Eton. I thought it was a very good kind of thing to do; nevertheless I do not believe that much acquaintance with modern history will ever be acquired until a boy begins to have a taste for information, and to find that ignorance on this or that subject is disagreeable; then he tries to remedy it. This is the golden opportunity which should be seized; and the best system is that which supplies the greatest facilities for doing this, without deranging the general disciplinary instruction of the school. No education will ever answer which is conducted simply on the principle of pouring different fluids into a pail; and the case is worst of all when, the pail being full, you try to add a little more.

ST. PAUL'S.

ANALYSIS OF THE EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of Evidence.]

ST. PAUL'S

BARNARD, Rev. M., M.A. (*See* Evidence of Lane, Rev. C., page 71.)

BLAKESLEY, Rev. J. W., B.D. (*See* Evidence of Lane, Rev. C., page 71.)

Further examined.—Page 101.

Asked, as an old Pauline, whether he can suggest any means by which the utility of the School can be extended, and in what way he considers that the objects of the founder are carried out under the present system, the witness replies that, considering the income of the School, he thinks that by improved rules the objects of the founder might be carried out to a much greater extent than at present; of the 153 boys, six is above the average sent to the University in a year; it was certainly the intention of the founder that the whole of the boys should receive the kind of education which naturally terminates in a University career, at all events the highest education in the country; but the great proportion of the boys do not go to the Universities, but go into some other line than the learned professions; at the foundation the instruction given in the School was probably higher than at any other school in England; the first Master of St. Paul's was the first Englishman that taught Greek; 906–910. About 17 pupils leave the School annually; that is, about 30 per cent. proceed to the University; in his opinion 90 per cent. at least ought to do so; it may be that there is no public School from which so large a proportion go to the University, but of the foundationers in a public School as large a proportion do go to the University, and all the scholars at St. Paul's are foundationers; of those who do go from the School to the Universities a considerable portion are sent there by the artificial stimulus given by the exhibitions; this he regards as an evil, being of opinion that all foundations for the purpose of facilitating University residence ought to be strictly confined, as far as possible, to those boys whose natural talents are such that they will, in the ordinary course of things, do well at the University; is therefore in favour of introducing a higher test of admission; and, with the view of saving the rights of the Governors, suggests that, when any vacancy occurs, the nominating Governor, instead of sending one candidate, should send half a dozen, leaving the selection of the best to some independent person competent to examine them; has already adopted this scheme with regard to his own nominations; and the plan would in any case ensure that the entrance to the School should be obtained by boys of something like promise; 911–933. Would not pledge himself to adhere strictly to this, for if the request for a presentation were made in favour of the son of a man of letters in straitened circumstances, he would not feel bound to subject such child to the usual test; 936. Applicants to him for nominations have been, in five cases out of six, London clergymen and physicians; occasionally the application would come from the country, but rarely, because there were not the facilities which there used to be for boys boarding; 934–937. His second step would be to require a certain qualification for each class in the School; he would not allow a boy of considerable age to remain in a low class; he would get rid of the dunces by degrees; no boy should remain in the second class after the age of 12, in the fourth after 14, or in the sixth after 16; it was unnecessary to provide for the seventh class, for if the drones were swept out from the lower part of the School the upper part would right itself; the limit with regard to the eighth class is no boy can remain after 19; 938–944. There can be no favouritism or injustice in the mode by which a boy passes from one class to another; objections to this part of the scheme considered; nature of the annual examination; the examination followed by the prizes a stimulus to exertion; 945–960. His third step for the improvement of the School would be by extending it; doubtless the original limitation of the boys to 153 arose from the circumstance of Dean Colet's fund being just about sufficient to provide for the number mentioned in the Gospel narrative of the miraculous draught of fishes; now that the funds have increased thinks the authorities

Blakesley, Rev. J. W., B.D.—*cont.*

of the School are bound to increase the number; 961–970. (*Hands in a scheme for the augmentation of the School*, page 105.) By the scheme proposed there would be an additional school in the country maintained out of the surplus funds; 970–973. With the further supply of revenues which will accrue in 1888, his idea was to enlarge the new School; Dr. Vaughan, formerly of Harrow, approves the plan; 974–976. The Lord Chief Baron and other old Paulines of distinction gave their opinion against removing the School from London, but they did so under an impression that Dean Colet intended the School for the citizens of London especially, which is a mistake; 977–979. Such removal would change the character of the School, which at present fills up a desideratum in the metropolis; but his plan does not propose a removal of the present School, only the creation of a new one with the surplus funds; 980–982. The School in London could not be materially increased on its present site; a committee, of which he was a member, took the matter into special consideration, and came to the conclusion that the building might be made to contain 50 more boys without turning out the Masters, that it could not be altered to receive more than 300 boys, and that even this could only be done by converting the Masters' houses into schoolrooms, both schemes involving considerable cost; it would be impossible, owing to the cost, to obtain a good locality in London for a School for 300 boys; one great inducement with those anxious to move the School into the country is that the site is so extremely valuable, it being estimated as worth 60,000*l.*; 983–989. Opinions as to objections raised that his proposed rural School would be a rival to the present urban establishment; would himself object to boarding boys at a school at cost price; thinks sufficient eleemosynary benefit conferred when gratuitous education is given, and that if the boys were boarded for nothing there would be a risk of having boys sent to school to save their parents' butchers' and bakers' bills; 999–1008. Existing difficulties in combining the home system, the school instruction, and the mid-day boarding; 1009–1018. St. Paul's School has no connexion whatever with the cathedral; Dean Colet had a singular dislike of the clergy, and of chapters especially; 1019. Thinks no school is in a healthy condition unless the Head Master has the entire regulation of the details, and also the appointment and dismissal of the Masters, so that he may be responsible for everything; it is just the reverse at St. Paul's; 1020–1023. Thinks the School would be in a more satisfactory condition if there were more competition; his preliminary examination and the superannuation of the various classes would produce a very much greater competition in the upper part of the School after five or six years; in his time a great deal of work was done out of School, the head boys had read a great deal more than three Greek plays, and in fact were better informed in classical literature than boys of other Schools; the captains at St. Paul's for several years in succession got Fellowships at Trinity College, and some of them were University scholars; this, he thinks, was almost entirely owing to the tact and skill of the Head Masters; does not think all those distinguished scholars were boarders; at St. Paul's in his time there was a great deal of emulation among the higher boys; 1024–1034. Public Schools now and 25 years back; St. Paul's at present under peculiar disadvantages; its prospects; 1035–1037. Impossible to revive the boarding system at St. Paul's; in his days the river was not filled with steamers, and the boys could row on it, and he had played at cricket where this morning he rode through streets; 1037–1039. Under present regulations a day-school system can never be equal to a boarding system in training the boys; much more depends on the parents in the day-school system, and the parent cannot act so efficiently or so free from bias as the master; 1040–1043. Thinks geography can hardly be made an express subject of study, or be taught in School; it must be taught by reading books in which geographical points suggest themselves; Dr. Heath used to have maps produced, make the boys find out every place mentioned, and

BLAKESLEY, Rev. J. W., B.D.—*cont.*
cross-examine them about it and its history, as he attached importance to what he called "collateral information;" 1044–1051. Modern history; a too extended curriculum; French; a system may be frittered away; no education will ever answer which is conducted simply on the principle of pouring different fluids into a pail, and the case is worst of all when, the pail being full, you try to add a little more; 1052–1057.

KYNASTON, Rev. H., D.D., page 82.
Is High Master of St. Paul's School, and has been such 24 years, since June 1838; 286–287. The Court of Assistants require the High Master to be a University man; with one exception, in the case of Dr. Bentley's nephew, all the High Masters have been clergymen; 288–290. According to Dean Colet's ordinance, the test of admission of a boy to the School was ability to read and write Latin and English; usually it is understood that a boy shall be able to spell his own language; but with respect to very little boys, writing their names seems to have been the only condition of admission; practical examples adduced; 291–301. The statutes seem to make the Mercer's Company the superintendents of the School in all respects, although they do not actually interfere with the High Master; he would consider any important change should be brought before them; has so acted himself; class rooms, modern languages, and mathematics have been introduced to some extent in his time; the Master, the Warden, and the Court of Assistants have always treated his suggestions or those of the Surveyor Accountant with great liberality; the Master is Surveyor Accountant; he, like the other officers, is elected annually; 302-314. The effect of this; 315–323. A boy's promotion is affected by classical attainments alone; 324–326. The remove day is at the apposition once a year; a clever boy might obtain a second remove in the year; that would depend on classics alone; 327–334. Mathematical teaching has been incorporated upon the old classical teaching; but not to such an extent as in any way to affect a boy's remove; wishes to include as much mathematical teaching as possible, but the chief object of the School is classical learning as a preparation for the University; 335–337. History and geography taught only in connection with the classics; 338, 339. Classics and modern anguages group together; classics and mathematics must be separate; study of French is compulsory; prizes for French; are not given at the apposition; they might be given publicly with advantage; French teachers; the boys get four hours' teaching in French per week, with the exception of those who by permission of their parents devote their whole time to classics and mathematics; a tolerable proficiency in French, as well as in mathematics, is attained in four years; a boy leaving St. Paul's would be able to read with facility a French book not more than ordinarily difficult, although he might not be able to speak French from want of full opportunity of hearing it spoken; there is a French speech at the apposition, and it is done very well; the School has an admirable French library; the library described; the books used in class are usually *morceaux choisis*, generally selections from the French classics, and far preferable to the old Télémaque; the advanced boys read a play of Racine or Molière; probably boys would learn French better in three months on the continent than in the four years at school; mode of conducting the lessons; 340–394. Details as to the library; 467–478. The term Chaplain, applied to the Third Master, is traditional; it is mentioned by Dean Colet and by Erasmus; the Captain reads the Latin prayers written by Erasmus; 395–398. Power, duties, and salaries of the Masters; 399–406. No practical inconvenience arises from their annual appointments; 407–413. Advantages of the School and the residence of the Master being in London; 414–416. At present salaries, a proper supply of properly qualified Masters can be kept up; 417. There are four Classical Masters to 153 boys; they would be much better off with five; an Assistant Master has been appointed at Merchant Taylors' and Christ's Hospital; the Court of Assistants of St. Paul's has not yet entertained the question of additional assistants here; there is too much work on the Head Master; 418–429, and 609, 610. Advantages and disadvantages of having one examiner for classics, mathematics, and French, or a separate examiner for each subject; 430–434. Opinion as to exhibitions; their number and value; limitation as to age on admission; objects to private tuition for exhibitions; if any is given by the parents it is *sub rosa;* the boys are not resident; many of them spend two hours a day in travelling, so would have very little time for private tuition; 435–449. Very few boys reside in the city; they are almost invariably sons of clergymen, barristers, medical men, members of the learned professions; 450–452. They are chiefly west-end boys; some reside at Hampstead, Lewisham, Blackheath, and Kingston; 563–565. Probably not half a dozen out of the 153 are the sons of tradesmen; has no objection to any boy coming to the School if there is a reasonable chance of his going to the University; every year about 25 boys leave the School; of these not more than six go to the University, the rest go into the army or navy, solicitors' offices, or other places of business; 452–456, and 624, 625. Formerly there were 60 or 70 boarders, country boys; 450. There are none now on the premises, though there may be a dozen or so living with a clergyman in Charterhouse Square; 457. The subject pursued; reasons for and against boarders; the dinner hour the great difficulty; provides a dinner, but only about 12 partake of it; 479–497. Charges for this dinner (a solid dinner of roast beef or mutton, with puddings

KYNASTON, Rev. H., D.D.—*cont.* ST. PAUL'S.
and tarts or pies liberally served), for five days a week, 15 guineas a year, which is not remunerating unless he could have a large number; subject of boarding houses pursued; 498–507, 510–516, and 521–525. Most of the boys who distinguished themselves in his predecessor's time were boarders; the Bishop of Manchester was a boarder; the boarders had the opportunity of doing out of school a great deal more than the boys have now, a great advantage to a boy working hard with the intention of obtaining a distinction; 615–619. Most of the scholars of St. Pauls in the civil, military, and East India civil service have distinguished themselves; some have gone directly, some have had a little intermediate assistance; details; 459–466. Knows nothing of the funds; has heard they are much beyond what is expended; 435–438. (*Mr. Vaughan:*—Does it not strike you to be anomalous that a School with such vast resources is only a day-school for 150 boys?) Certainly thinks that a great deal more might be done, and that the number of the scholars might be doubled; 508, 509. The nominations are confined practically to those who live in town; they are given away; but Mr. Blakesley has lately introduced a sort of competitive examination the object of which is to let the nomination pass to the best boy; boarding houses would not enable the nominations to be extended into the country; 517–525. Monitors furnished by the eighth class; they maintain order and discipline in the School over boys not immediately under the Masters' eyes, but they have no authority out of School; as far as it goes the system works well; the monitors have no power to inflict punishment by caning or corporal punishment, only by placing the offender in the middle of the room to catch the Master's eye; 526–532. The religious teaching of the School satisfactory; there are scripture lessons and Greek Testament, according to the boy's position in the School; 533–535. No corporal punishment at present allowed beyond caning on the hand, restricted to six blows; caning over the body was formerly used; so was the rod; the discipline of the school has not fallen off in consequence; the honour of the boys is appealed to effectually; during his 24 years there has been only one case in which a boy has been removed, and that was not an actual case of expulsion; the boy had frequently played truant, and was told not to come again, and he did not; there has scarcely ever been a grave moral offence committed by the boys; the power of expulsion is with the Surveyor Accountant and Court of Assistants; 536–544. Never encourages the slightest appearance of fagging; is not against fagging in public Schools altogether, but thinks that in a day-school like this, it is not called for in any way; 545. School routine; boys assemble at 9, prayers at a quarter past, then school work till one, with a quarter's break in the playground, at one they go where they please (except those who dine in the house), and they have two hours work in the afternoon; 546–552. On Wednesdays and Saturdays the boys have half-holidays, and go to Kennington Oval to cricket; they have cricket clubs among themselves, and are liable to fines for absence; but there is no strict monitorial supervision, and the boys might be ranging about the town while the parents imagined they were at cricket; still he knew of no evil arising from the cricket playing; the boys play matches with Merchant Taylors' and King's College frequently; 553–558. No evil arises from the grating in the playground; the boys do not wish it to be closed; 559–562. Regrets that so few children of old Paulines are sent to the School where their fathers were educated; the difficulty of admission is great; gentlemen who possess nominations are beset by applications and give the nominations to their own friends; 566–568. Is his decided opinion that a higher standard of excellence, both as regards Universitiy distinctions and the more important successes of after-life, would be obtained by extending the number of the scholars, which has long seemed to fall short of the lowest number sufficient to sustain effective emulation in a public School; many suggestions and plans for extending the number of scholars have been made, but all have been opposed by the Court of Assistants; he would keep the traditional 153 on the foundation, and let others come in for education on paying a nominal sum, so that the whole School might consist of 350; there would be abundant room if the Masters' houses were done away with, and the playground might be extended along the cloisters and a fives' court built; there is room for an extra 50 at present; 569–578. There are 250 at Merchant Taylors' School, paying 10 guineas a year; and such a charge would be quite sufficient for the enlargement of St. Paul's; the subject considered; 579–586. Has heard the question of the removal of the School mooted, and has deeply considered it; prefers enlarging the School on its present site to putting it elsewhere; if removed it would become a totally different foundation and a boarding school; it is a great blessing to Londoners, for whom Dean Colet intended it, although he added "for all countries under heaven." (*Lord Lyttelton:*—What is the evidence of Dean Colet intending it for Londoners in particular?) His own words, "Londoners in particular." There are schools in the country, and London should have its schools also; remove the present London schools, and others would spring up to supply their places which would probably not be so good as foundation schools; doubtless two hours' travelling a day tires the boys, and that is one of the difficulties of a day-school; a great proportion of the boys decline in health, especially after going to the Universities, and it has been his

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KYNASTON, Rev. H., D.D.—*cont.*

melancholy experience to see several dwindle in health, and have to either give up their honors or actually break down in life; this is a matter for consideration, and perhaps operates more than anything else as an objection to the site. (*Lord Lyttelton*:—It is quite out of the question to obtain additional ground on this site.) Actually impossible; the ground is becoming more valuable than ever; wherever they can get an inch of ground they build up these great warehouses; it is simply impossible to get any space in London for a playground; 587–596. Returning to the subject, 611, reasserts his preference of the present site, but admits the difficulty as regards the health of the boys; supposing the School could be removed to Regent's Park, the School would be less useful because less central and more private; at present the School is in the centre of the metropolis, accessible from all points of the compass, and with omnibuses and trains in every direction; if the School were to be removed at all, he would prefer its being put right away, down at Haileybury for instance; 612–613. Reverting to questions 291–301 and 517–519, witness expresses a wish to see a greater amount of proficiency in the candidates, especially considering the large advantages and prizes which the School offers; the nominations are generally given to friends with very little knowledge of the boy, and there is no kind of competition; considering the onerous duty of training youth, nominations ought to be restricted to boys who came up to some standard sanctioned by the Court of Assistants far higher than the mere ability to write a few sentences from dictation, a general system of competition something like that adopted by Mr. Blakesley might be established; 597–606. The Company might, however, look at such a scheme as a serious limitation of their privileges; they would probably look upon it as a matter of patronage; most of them have their particular friends, and like to have an opportunity of obliging them; the Court of Assistants rarely send their own children; an exception mentioned in the case of the Rev. Charlton Lane; 607, 608. In his predecessor's time (*see* apposition book) the Paulines beat the boys from other schools, even Rugby, Eton, and Harrow; there was a succession of years in which the Paulines took the University scholarships and all the highest honours; this they have not done since; there was a great concurrence of talent at that time; the School had been in a transition state, there had been less time to do the work; the change from taking boarders, resulting well for boys of moderate attainments, had operated against the chance of their obtaining the highest honours; but whether it had been a step upwards for the School is a question; 614–619. Boys are admitted at St. Paul's at a tender age as compared with other schools; there is a greater proportion of young boys than there ought to be; good boys are taken away very young; the proportion proceeding to the Universities has rather diminished in his time; 620–626. The classical books read at St. Paul's are very much the same as those used in other public schools; Dean Colet was the first to introduce the public school teaching of a limited number of "good and "elene Laten literature"; he added that "the Master should "also be learned in Greke if such may be gotten"; the books are much extended since; the boys are first grounded in Latin; when they reach the third class they learn Greek; details as to Greek and Latin taught at St. Paul's; 627–639. Little of history taught here; 640 and 644. The School may be considered a sort of nursery of grammar; Lilly, the father of all Latin grammarians, the first Master; the first Lord Anglesea (privy councillor to Henry VIII.), the first Lord North, and the first Lord Paget, were of the first flight of Lilly's School; Camden, who was one of the first Greek scholars of his age, was a distinguished scholar; the School was the first school in which systematic classical instruction was given; 641–643. Prizes given in books to the extent of 150*l.* a year; 645. Miscellaneous evidence on repetition, re-translation, construing, and original composition; 646–654. Have no original Greek or Latin composition; this has always been the case since he knew the School; and Lord Devon would probably say the same of Westminster. (*Lord Devon*:—There was no original Greek composition there, and not much Latin 35 years ago). Boys generally make a mess of these original compositions, although they translate well; 655–662, and 668. A debating society is one of the institutions of the School; they meet every week, and (avoiding religious subjects and questions of contemporary politics) discuss chiefly matters of history, for which they read up; 661–667. There are prize speeches twice a year; and generally they are good; old Etonians say they are better done than at Eton, and witness himself thinks they are better done than at Harrow; the boys select their subjects, generally dialogues, often of Aristophanes, and sometimes French recitations; two boys stand up and carry on a dialogue; St. Paul's was the first to introduce these dialogues, and then other schools followed the example. (*Lord Lyttelton*:—That used to be the case at Eton?) Yes; there were scenes from Aristophanes there, but thinks they were introduced here before they were at Eton or Harrow; 669–674. Seldom sets impositions, never long ones, nor to learn by heart; they are always to write; for rare offences the maximum would be 100 lines of Homer; 675–678. No writing Master at St. Paul's; the boys remarkable at the same time for bad writing and correct spelling; boys even at the bottom of the School seldom make a mistake in orthography; 679–682.

LANE, Rev. CHARLTON, M.A., page 71.

(Examined at the same time, BARNARD, Rev. M., M.A.; BLAKESLEY, Rev. J. W., B.D.; and SHUTTLEWORTH, J. S., Esq.)

Is Chairman of the Mercers' Company. Answers were prepared by direction of the Court of Assistants, assisted by Mr. Blakesley, one of the Wardens of the Company, and one of that Court; the Wardens consist of four, including the Master, who is Prime Warden; 2–4. The Company consider the Coletine estates legally theirs, but apply the surplus revenues to the School; 80 years after Dean Colet's death a litigation took place between Dr. Harrison, then the Master of the School, and the Governors, and from the *quasi* decision of the Archbishop of Canterbury and the Dean of Arches it was considered that the estates belonged to the Company; Vice-Chancellor Page Wood has since declined giving an opinion on the point, but decided in favour of the Company on other grounds; a sort of notice has been since received that Baron Rothschild means to appeal in the case; 5–16. By "surplus revenues" means that portion which is not wanted to carry out the specific directions of Dean Colet; explains items in the account; the Company give donations to National Schools in the locality of the estates producing the revenues; in 1860 there was 2,500*l.* above what was required for the School, and this sum was invested in stock; 17–22. The Company consider themselves bound to support a School for 153 boys under the ordinances attached to the Foundation, but they accept the power which Dean Colet conferred upon them of altering the regulations according to the times, and had acted accordingly in their discretion; has not calculated the money extent of their responsibility for the sustentation of the School; 23–25. In the course of years there will be a large increase in the value of the estates; a formal report has been made on the application of the present and prospective revenue of the estates for the benefit of the School; does not imagine there would be any objection to produce the documents; 26–32. Explains the duties of the Surveyor Accountant; appoints the boys, gives directions for repairs, and generally represents the Company in all matters of detail; 33–36. Duties of Surveyor Assistant described; 37–41. Power of modifying the Founder's ordinances acted upon; 42, 43. For upwards of 100 years the Company have taken no fines on renewals of the leases; 44–47. Change of value of the property, in some cases decrease, in others increase, the latter preponderating; is not sufficiently a man of business to say how much; 48–54. (*Mr. Barnard*:—We have let our land on leases, and when they run out the value of the property is likely to increase very considerably; some of the leases will expire very shortly, and we expect to get an increase of 30 per cent. in the rent which now amounts to 1,800*l.*; 54. The Company's present application of the revenues to the School is considered as a gratuitous act on the part of the Company; they consider themselves empowered to lay out the money on exhibitions or anything tending to the advantage of the School, after complying with certain specific regulations of Dean Colet; as a Mercer, cannot read Dean Colet's phrase "land of the School" as indicating that the lands were conferred on the Company for the School; considers the property is merely charged with the maintenance of the School according to Dean Colet's ordinances; 55–63. The charge of about 200*l.* a year for "courts and committees" is a guinea (anciently a half-crown) to each member of the Company for attendance on the committee of the School. (*Mr. Barnard*:—And solely for matters connected with the School; 64–67. Donations and subscriptions explained; ten guineas for afternoon lecturer at Stepney; donation to the widow of a Master; annuities to retired Masters; scholars who distinguish themselves at the Universities; as to the latter item, Mr. Blakesley has laid down a programme of rewards for certain distinctions on which the College is now proceeding. (*Mr. Blakesley*:—I did not originate this plan of giving rewards; my scheme was to limit them. (*Mr. Barnard*:—We have only given to young men who have distinguished themselves; 68–78. Explains charge for accountant, who receives 80*l.* a year; 79, 80. (*Mr. Barnard*:—The beadle and under beadle are ancient officers, and I fancy necessary; 81, 82. From time immemorial the Company, at their official visitation of the School, have always been preceded, as is the usual custom in City companies, by the beadle carrying the mace; 82. Explains items "upholstery" and "repairs." (*Mr. Shuttleworth*:—There was a great deal of painting and doing up last season; 83–86. Explains "book-binding" and "examination papers;" 87, 88. "Proportion of apposition dinner;" 200*l.* put down to the School, the rest of the cost to the Company; 89–93. Explanation of law charges; ordinary law charges about 100*l.* a year; 4,000*l.* costs incurred in the Rothschild suit; 94–96. Further explanation of the accounts; 97–99. Dr. Kynaston's salary as High Master is 900*l.* with residence, repairs free and tax-free, and rents of two houses at Stepney; the Company think the remuneration adequate. (*Mr. Barnard*:—The salary was 600*l.* in Dr. Heath's time, and has gradually increased to 900*l.*; 100–110. Salary raised to compensate for having no boarders; 109. Salaries of the other three Masters, 400*l.*, 350*l.*, and 300*l.*, each with residence for a married man; these Masters do not frequently change; 111–115. High Master formerly took boarders, but discontinued doing so, and his salary was raised in consequence; the other Masters take boarders still; reasons for this state of things; the change not disadvantageous; 116–131. The Court of Assistants have entertained the question of removing the School from Lon-

LANE, Rev. CHARLTON, M.A.—*cont.*

don; and, in the spirit of the instructions of Dean Colet, have sought the aid of "learned and discreet" persons on the subject, namely, the Bishop of Llandaff, the Bishop of Manchester, and Lord Chief Baron Pollock, who were educated at St. Paul's, and also of the Bishop of London, who has himself been a Schoolmaster; all concur that the existing site is a bad one, but at the same time think, as the founder intended the School to be attached to the metropolis, it should not be removed far away; the High Master, however, was averse to the removal, and nothing more has been done; if the Court were disposed to give effect to the opinion they have obtained they would undoubtedly think it incumbent to maintain the character of a London day-school. (*Mr. Blakesley*:—I do not take that view myself. It was not intended to be a London school, but a universal school. Notwithstanding that the boys were to be "of all nations and countries," he believes that the founder contemplated a residence in London. (*Mr. Barnard*:—It is clear that day scholars were contemplated, for the hours of entering and leaving school are set out, and they are not to bring in meat or drink. The subject pursued, 132-144. There is not a foreigner in the school; does not think there is any exclusion of Roman Catholics; but the pupil must be a baptized son of Christian parents; 145–150. Believes that the original charters were destroyed in the fire of London, but that copies are preserved in the Record Office in the Tower; 151–153. The Masters are, as a matter of form, elected annually; the result; 154–163. The number of boys fixed by Dean Colet at 153; counsel have advised that the ordinance might be amended; the number has never been increased; 164–172. The boys are nominated by the Court in rotation; 168–177. The introduction of a competitive examination for admission might probably be advantageous; 177–180. The boys pay nothing for instruction, only for books, and 1*s.* to the porter on admission; 181–185. The Court of Assistants decline all responsibility as to where boys live, dine, or sleep; thinks this disadvantageous to the boys morally; 186–189. A few of the boys dine with the High Master, a few others at the house of a clergyman in the neighbourhood; and over these the Court of Assistants exercise no control. (*Mr. Barnard*:—Seven-eighths of the boys, however, live with their parents. Thinks it most desirable that the High Master should have some control in the matter; 190–201.

LETHBRIDGE, WILLIAM, Esq., M.A., page 79.

Has been Mathematical Master of St. Paul's School since Christmas 1854; there is no other Mathematical Master, but the three Assistant Classical Masters teach mathematics; 202–206. Is a graduate of St. John's College, Cambridge, and the first University man the School has had; his predecessor for 10 or 12 years was not a University man; and previously to that time no mathematics at all were taught; 207–210. Is also a barrister; 247. The whole School, consisting of 153 boys, is divided with respect to mathematics into four divisions, wholly irrespective of the classical arrangements, and he took the first class, in which he taught the first four, the sixth, and the eleventh books of Euclid, with arithmetic, algebra, and trigonometry; only one or two of the boys are capable of going beyond trigonometry; the second division were taught the first two books of Euclid, the elements of algebra, and arithmetic; the third and fourth arithmetic only; 211–217. Was rather recognized as a supplementary Master than as having the status of a resident Master; attends four hours a week; mathematics is obligatory on the whole School, and every boy has to prepare his lesson; there is an annual examination in mathematics, the papers set by Mr. Besant, late a fellow of St. John's College; the study of mathematics affects promotion only in the mathematical class, not in the classical portion of the school; considering the very small amount of time given to mathematics, regards the attainments as fair; suggests that more time should be given to mathematics on the part of those having a taste that way, by abridging a portion of their classics for which they have no taste; believes that by the present objectionable system an inferior classical boy may gain an exhibition over a very superior mathematical boy; 218–239. two prizes are given for proficiency in mathematics, but not publicly and with éclat at the apposition, as is the case with classical prizes; 240–250. As a rule his boys get through the first part of Colenso's algebra, a little plane trigonometry, and portions of Euclid, not conic sections and mechanics; 251–259. The highest degree taken by one of his boys was that of senior optime; there had been wranglers from the School, but not in his time; 260–261. The highest subject that he taught was the differential calculus; three of his boys had been in it; one who had just left went through conic sections, both geometrical and analytical, and read elementary statics, dynamics, and the differential calculus; another of his best pupils obtained a Trinity scholarship purely from his mathematical attainments; the boy obtained second place in the whole examination; still does not think sufficient weight is given in the School to mathematics; two mathematical marks made equal to one classical at the exhibitions would satisfy him, as he preferred that the exhibitions should be mainly classical; his opinions on some of these points given in detail; 262–285.

SHUTTLEWORTH, J. S., Esq., (*see* evidence of LANE, Rev., C., page 71.

SPURLING, J. W., Esq., page 96. ST. PAUL'S.

Was eight years at St. Paul's up to 1859, when he left and went to Trinity College, Cambridge, where he should take his degree in February next; 683–687. While at St. Paul's, his family lived in London; he went to School every day, and remained all day in School, except between 12 o'clock and 1, when he went to an eating-house, at first, to dine, afterwards to lunch preparatory to dining at home; some of the boys went to a Dame's house to get something to eat; a few went to Dr. Kynaston's, who supplied a dinner for those who liked it; he generally went to an eating-house or pastry shop; there was nothing organized, no supervision, no inquiry; 688–697. Those who had not returned at five minutes after one would be entered by a monitor or head boy of the class in the "absence list," which would be handed to the Master; 698–703. The whole of the eighth, or highest class, are monitors; two of these specially named for the week would keep order during the temporary absence of the Master, standing in the middle of the room all boys who were noisy or misbehaved in any way, and reporting them to the Master for punishment on his return, they heard no lessons, but simply kept order; the class generally wrote out their lessons in school; supposing the Master absent the first hour, the boys would then write out the lesson they had learned, and which they would have repeated to him if present; the Masters would be rarely absent; 704–714. A similar "absent list" was made every morning; 715, 716. Power of monitors did not extend beyond the schoolroom, except in cases of bullying, which, however, rarely occurred; a monitor seeing a boy go into a low or bad place in the town would have no authority to interfere; the authority of the monitors in the School cheerfully recognized, except on one or two occasions, when there was a little outbreak, but this was rather a fault of particular boys than the system; the authority of the School did not extend to the boys who were boarders near St. Paul's; 717–734. The want of a playground was much felt; Kennington Oval was hired for them for cricket, but that is a long way off, 3½ miles; a playground would have caused more society in the School; the School is a place for instruction; none of the social systems of large schools can exist there; friendships, it is true, are formed there, but they are regulated by the accident of going home the same way or something of that sort; it used to be said at the Universities that the Paulines hung more together than other Schools, but, perhaps, that was because they went up only two or three together, not like a large school which sent up 30 or 40; they were dependent on each other for society more than other Schools; 735–747. Paulines go chiefly to Trinity College, Cambridge, on account of the special exhibitions; 748, 749. More details as to school hours; 750–754. Parents sent no report of the time the sons came home, nor was there any check on what they did after they left school; 755. Very little home preparation, except during about six weeks preceding the examination; an average of little more than an hour a day would cover it; there was no private tuition; the whole work was done in the School, except the one hour at home; they learned one lesson while another was being said by another form; this deprived the boys of some lessons; the only countervailing advantage was that the boys could ask the Master about difficult passages; 756–765. It was rather easy to shirk at St. Paul's; would not say that Paulines entering College have read as much as boys from other public Schools; 766–769. They failed in the Greek syntax; 802–807. Had himself when entering College read 3½ Greek tragedies; had not spent much time in composition, nor acquired a facility in writing Latin and Greek verses, yet he got Lady Campden's exhibition worth 100*l.* a year; 770–775. Even now he had acquired no great facility, not a facility equal to what the best hands from Eton and Harrow obtain; a boy who had been three years in the eighth class at St. Paul's might have read a book and a half of Thucydides; Herodotus was read in the seventh class, about half a book a year; he had himself read about half a speech of Demosthenes; one play of Aristophanes was read in a year; more details as to Greek; 776–788. History and geography taught in illustration of classics; collateral reading in history, such as Grote's *History of Greece*; 790–791. The principal stimulus to study at St. Paul's was advancement in the lower portion of the School, exhibitions in the higher, and in both to stand well in the lists that were published at Whitsuntide and distributed at the apposition; 799–801. The boys are all interested in the apposition; it is reckoned a grand day; 813, 814. The grammar used at St. Paul's is that of King Edward VI.; there are other grammars in the library for occasional reference; 808–812. The St. Paul's boys have compositions of their own to recite at the apposition; they were inferior to the Rugby speeches; 816–818. If the boys had not been separated after school hours they might have read more in the evening; some of the boys studied at home, particularly when an exhibition was near or they were going up for a particular Fellowship at Oxford or Cambridge; 819–823. St. Paul's is not a very hard-working school; and that is a disadvantage at the Universities; 824, 825. French is taught in the School; it is compulsory, except with regard to the last half-year, where a boy who is going to try for a scholarship may, if he has done pretty well in the French department, transfer his time from French to classics; the boys do not look upon French as an important part of school work; 826–831. German is not taught; 832. The projected removal of the School into the country was can-

ST. PAUL'S.

SPURLING, J. W., Esq.—*cont.*

vassed by the boys, and there was great diversity of opinion among them, but the general feeling was rather in favour of the country, on account of the playground; the effect on the boys living with their parents is another question; to remove the School out of London would cut off many of the London boys; some boys fancy they suffer in health from the situation of the School; the illnesses in the School are not numerous or severe; 833–842. The proportion of Paulines at Cambridge who obtain mathematical honours has been lower than usual during the last two or three years; of the three or four who go up in a year, one or two only gain honours; four hours a week are devoted to mathematics at the School; some boys read rather high there, and generally retain at Cambridge their superiority over those who do not read so high; approves of the method of teaching mathematics at St. Paul's; he himself read conic sections; the highest boy reached the differential calculus; 845–870. The prizes and rewards in the School are a sufficient stimulus, except in described cases, and except that a prize might be advantageously given for proficiency arising from private study; a tradition exists in the School as to prizes for "private reading;" 871–877. St. Paul's boys occasionally stand for scholarships at Oxford or Cambridge;

SPURLING, J. W., Esq.—*cont.*

878–883. The punishments at St. Paul's are chiefly degradation in class, standing in the middle of the room, or impositions; caning on the hand is resorted to, but not to a large extent, administered by the Masters in public; perhaps there may be an occasional case of flogging; two were rumoured in his own time, but they were of a mythical character; the canings are chiefly for disorderly conduct; 884–894. While there himself the tone of the School was very strong against lying, cheating, or anything of the sort; if a boy took up a book in a repetition and looked at it the feeling would have been very strong against him; also against a crib for construing; 895–899. The impositions at St. Paul's were not excessive; an imposition might be 50 lines, or to write a lesson once or twice; if written in an illegible hand believes the imposition would have been rejected; if a boy got any one to do an imposition for him at home there would be a considerable chance of detection; 900–904. Paulines may have obtained for Oxford and Cambridge prizes in proportion to the numbers that went up last year; but the fathers being generally men of less means than in the case of some other schools, boys, as a rule, do not go and cannot go, unless they are likely really to do something.

MINUTES OF EVIDENCE.

MERCHANT TAYLORS'.

LIST OF WITNESSES.

Name of Witness.	Date of Examination.	Page.
	1862.	
John Ewart, Esq., Master of the Merchant Taylors' Company, and J. W. Thrupp, Esq.	June 28	115–117
W. Chapman, Esq., French Master at Merchant Taylors' School.	„	117–120
Rev. J. A. Hessey, D.C.L., Head Master of Merchant Taylors' School.	„	120–139
W. Baker, Esq.	Dec. 18	140–145
J. R. Thursfield, Esq.	„	145–149

Suffolk Lane, City, 28th June 1862.

PRESENT:

EARL OF CLARENDON. | REV. W. H. THOMPSON.
LORD LYTTELTON. | H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

JOHN EWART, Esq., Master of the Company, and JOSEPH WILLIAM THRUPP, Esq., examined.

1. (*Lord Clarendon.*) You are Master of the Merchant Taylors' Company?—(*Mr. Ewart.*) I am.

2. Will you have the goodness to give us some account of what you consider to be the relation between the school of St. John's College, Oxford, in respect to which the school possesses important privileges?—Previously to the alteration which has recently been made, there were, I think, 37 fellowships which the boys educated at Merchant Taylors' school were entitled to hold in St. John's College; since the alteration, which, however, has taken place in consequence of the arrangement made by the Privy Council under the Act of 1861, these fellowships were taken away, and a certain number of them have been made open scholarships, tenable for a short period.

(*Mr. Thrupp.*) 21 scholarships are appropriated to our school at St. John's College, Oxford, and five are open; there are in addition seven others attached to different schools at Bristol, Coventry, Reading, and some other place.

(*Mr. Ewart.*) The fellowships, now 18 in number, have been thrown open to public competition.

3. (*Lord Lyttelton.*) There are 21 scholarships for Merchant Taylors at St. John's, seven scholarships for other schools, and five are open?—(*Mr. Thrupp.*) The 21 scholarships at St. John's College are provided for out of the funds of the college which was founded by Sir Thomas White, and not out the funds of Merchant Taylors' school.

4. He was the founder?—No doubt.

5. (*Lord Clarendon to Mr. Ewart.*) The Court of Assistants are patrons and governors of the school?—Yes.

6. All the nominations to the school rest with them?—Yes, with the members of the Court of Merchant Taylors' Company.

7. Do they nominate in rotation?—Yes, in rotation.

8. The number of boys in the school I see is to be 250?—At the present time there are a few more, but it is considered to be limited to that number It is very seldom that it is confined to that number; generally we rather exceed it.

9. Of how many members is the Court of Assistants composed?—Of 40, which includes the Master and Wardens.

10. How many nominations have they in the year. How often does the nomination come round to each?—Of course that would depend upon the number of boys leaving. About three in two years, I think.

(*Mr. Thrupp.*) Hardly so much as that; a little more than one a year.

11. (*Lord Lyttelton.*) You mean to say that the Company have absolute control over the school in every sense, even to this extent, that if they chose to shut it up to-morrow, neither the parents of the boys nor any other persons would have the right of action against them?—Not the slightest.

12. Nor any right to interfere with any alteration which they choose to make in the regulations?—Not any. It is our own school. If we choose to spend 2,000*l.* a year on it, well and good; but if we choose to put that money into our own pockets, we may do so.

13. It is, technically speaking, a private school conducted on the same principles as a public one?—(*Mr. Thrupp.*) It has always been so; and if you refer to some of the publications issued within the last few years by different societies, you will find it ranked as one of the public schools.

14. Its connexion with St. John's College has given it that character, but that connexion might be abolished to-morrow, if you chose?—Yes. We might shut up the school altogether if we liked.

15. But so long as the school goes on it is necessarily connected with St. John's College, Oxford?—Yes. Our present connexion with St. John's College is simply this. We have 21 scholarships, which are to be filled up by election from candidates sent by the school. If we do not produce a sufficient number of good scholars, or if we do not produce any, then they are to be elected from Christ's Hospital. That is the provision. Then, independent of these 21 scholarships, there are various exhibitions; for instance, there are several law exhibitions under the will of a gentleman of the name of Andrews. They were formerly to Cambridge, but by Lord Eldon's ingenuity they were brought to Oxford, and they are now at St. John's College. There are also some smaller exhibitions which can only be held by a resident at St. John's College.

16. When it is said that the school is not subject to trusts, and that there never was any estate or property belonging to or held in trust for it, is it not the fact that these exhibitions must be held in trust?—Mere trusts for the boys elected from the school, so that, in fact, the master, warden, and assistants are not trustees for the school, but for the boys who happen to be elected from the school to St. John's College.

17. (*Mr. Thompson.*) Are we to understand that the boys from Merchant Taylors' school to St. John's College have no preference as candidates for fellowships?—Clearly none. All the fellowships of St. John's College are now open. The ordinance of the Privy Council under the Act of Parliament provides that the fellowships at St. John's College, which are now to be reduced to 18, should be absolutely open.

18. But perhaps the authorities at St. John's College might give a preference, *cæteris paribus*, to the candidates from Merchant Taylors' school?—No; the ordinance precludes them from doing that.

MERCHANT TAYLORS'.

J. Ewart, Esq.
J. W. Thrupp, Esq.

28 June 1862.

19. There is to be an examination?—Yes, the electors are to fix the subjects of examination, but the subjects under the ordinance must be those subjects that are taught at the university.

20. These 21 scholarships are very large. I see they are 100*l.* a year, tenable for seven years, contingently on the holders obtaining towards the close of the second year, and also of the third year, from their admission, a certificate of satisfactory industry, proficiency, and good conduct. Suppose a boy gets another scholarship, not at St. John's College, does this one go on?—No; it ceases. These scholarships are to be held for seven years, supposing the certificates you have mentioned to have been obtained.

21. What is the average number of vacancies in a year?—The object of establishing 21 scholarships was, that we might have three each year.

22. You have more, I presume?—We can send more, but the object is, that we shall have a certain number every year.

23. (*Lord Lyttelton.*) Is it a competitive examination?—Strictly competitive for the scholarships. The first election took place this year.

24. It has been acted on?—Yes; and the first boy, whose name is Bond, obtained 665 classical marks; the next boy obtained 436; but the fourth boy obtained 504; showing that the fourth boy was the better.

25. What do you mean by the fourth boy?—The fourth boy in the school.

26. (*Mr. Thompson.*) You have not the list of these elections, have you?—Bond and Nolan obtained the scholarships; we began with only two vacancies.

27. (*Lord Clarendon.*) They were open to the whole school?—Yes.

28. Dear is above Nolan; Yes; but he was so young, he did not go to college. He will go off next year.

29. (*Mr. Vaughan.*) You call Sir Thomas White the founder of the school. In what sense was he the founder, if he has not left any fiduciary property to sustain it?—He appears at that time to have been an active and influential member of the Company. He was not the founder of the school really, but it was founded in his time, and it can be gathered from old letters written in former days, that there was a sort of stipulation between the Company and Sir Thomas White to this effect,—If you will establish a school, I will provide for it at Oxford; and it would appear from the correspondence that that proposition was acceded to.

30. He was not actually the founder of the school, but he may be said to have been the protector of the establishment at Oxford?—Yes; and the way in which he protected it was by giving the boys on the foundation a preference for 37 fellowships.

31. You were asked a question, in reply to which you said if the Company chose they could break up the school to-morrow. What is your relation to the school arising out of the fact that the fellowships at Oxford were given to the school on the condition, as I understand, of the Company supporting it?—It has been the pride of the Company to support the school for a period of 300 years.

32. Do you consider that an equitable obligation to sustain the school arises out of the fact that Sir Thomas White, in consideration that the Company would support the school, founded the fellowships at Oxford for its benefit?—I think that was a very fair subject to urge before the Commissioners in discussing what should be done with the fellowships at that time; but it has been the pride as well as the pleasure of the Company always to support the school.

33. You would also be sensible of a claim arising from the right which the Company has enjoyed to nominate absolutely to the school; because, as I understand, that right of nomination on the part of the Company exists absolutely, without any restriction at all?—You mean the right to nominate the boys to the scholarships?

34. Yes?—No doubt.

35. There is no restriction or qualification of any kind with respect to the exercise of that right?—No.

36. Nothing with regard to religious creed?—No.

37. And no direction as to the principle on which you should nominate?—No; except that the boys nominated should have certain attainments. This appears in detail, as you will find by referring to the answers given to the written questions.

38. (*Lord Clarendon.*) I suppose, in point of fact, they must be Protestants?—Yes; but there are instances of Protestant dissenters.

39. And always have been, perhaps?—Yes, there always have been. There is no distinction in that respect.

40. (*Mr. Vaughan.*) I was asking what are your relations arising out of the original foundation?—We have no relations with respect to the original foundation, because we have no foundation. We can alter any rules which govern the school any day we please.

41. (*Lord Clarendon.*) The Court expend between 2,000*l.* and 3,000*l.* a year on the school?—Yes.

42. That is in payment of the masters and any other expenses, such as prizes, and books, and so on?—There are many things to pay for. We should have no hesitation whatever in showing our accounts, and all the details respecting the expenses of the establishment; and in these expenses you may, perhaps, include the pensions which we give to the retired masters.

43. You do that, do you?—Yes; for instance, Mr. Bellamy, who was master of the school for many years, obtained a pension of 200*l.* a year on retiring, which he retains to this day. Mr. Wilson, who was one of the under masters for many years, enjoyed a pension.

44. (*Mr. Thompson.*) Was he a member of the Company?—No. We have also given a living to Mr. Deane, who was one of the under masters.

45. The Court of Assistants, you say, have recently laid out 20,000*l.* in the purchase of adjacent buildings?—Yes.

46. Is that solely with the view of improving the school?—Yes; for as a matter of investment it would not be advantageous.

47. It is not wanted for any other purpose by the Company?—Not in the slightest degree.

48. Was it done out of funds voted by the Court, or was there any donation for that specific purpose?—There was no donation. It was nothing more than an application of the corporate funds. We have applied for that purpose certain money to make a sinking fund to repay us; and of course, the property itself will bring in an income for four or five years, and perhaps six years. We apply that as a sinking fund.

49. (*Lord Clarendon.*) That is, you apply the money which you derive from the property until the lease expires, in that way?—Yes; the lease will expire in about five years. We have contemplated also the purchase of property south of the present building.

50. Were the present premises in Suffolk Lane originally purchased out of the corporate funds, or was there any donation given towards that purchase?—There is very little to guide us in judging of that; I think we might almost conclude that the school was built out of corporate funds.

51. You have scarcely any ground to go upon with respect to that?—No; there are some slight records that the members of the Court contributed at that time. There was always a sort of good fellowship among the members of the Court, and they used to compete together, and give money for one purpose or another, and when wealthy members of the Court died, it often used to be the case that something was left to the Company.

52. But these premises were bought for school purposes?—Yes, they were actually bought for school purposes and paid for out of the corporate funds; that is, we apprehend, out of funds of which the Cor-

poration had the disposal, aided by contributions from the members of the Company.

53. With respect to the specific objects for which you bought this property to which you have just alluded, at an expense of 20,000*l.*, may I ask whether it is for the purpose of making a playground and class rooms?—It is generally for the purpose of improving the school premises. There are various floating ideas which, perhaps, individual members of the Court may have with regard to altering the system of education a little. A large portion of the boys leave the school without competing for the exhibitions; indeed, not one-fourth of them, perhaps, go to the university. The education we provide at the head form is not exactly adapted to those who are merely to be engaged in mercantile or professional pursuits; and we know that if we alter our system of education, we must enlarge the premises in various ways.

54. In order to separate the two systems?—Yes.

55. Generally speaking, to what class of society do your boys belong?—A very large number of them are clergymen's sons, and a large number are the sons of persons belonging to the medical profession and to the law; and I think, when I have named these three professions, I have referred to the main portion of the school.

56. (*Lord Lyttelton.*) The Head Master mentions that the clergy, physicians, surgeons, barristers, solicitors, and other persons of professional incomes are generally those whose sons come to Merchant Taylors' School?—Of course, there are a large number of the sons of mercantile men who come there.

57. There is a special endowment for them?—That is only just established; we thought it would be useful.

58. The mercantile prize, it is called?—Yes.

59. (*Mr. Thompson.*) Have you any of the sons of persons who might more properly be called tradesmen?—Frequently.

60. I mean persons who keep shops in the city?—Yes; I might refer to one who has obtained great credit. A youth of the name of —— distinguished himself in the classics and then went to Oxford and got a fellowship there. Then he competed for the civil service and succeeded. He was a youth of gentlemanly manners and bearing, and was very much esteemed in the school. I believe that is not a solitary instance.

61. (*Lord Lyttelton.*) This large number of exhibitions is, in fact, founded out of the fees paid by the boys themselves, so that every individual boy contributes to the advantage of the whole school?—There is no bargain between us and the boys on the subject; we may appropriate these admission fees if we like, but it was thought by the Court that it would be a very good opportunity of establishing exhibitions.

62. Does that answer relate to the whole of the exhibitions mentioned in page 3, or only to the two at the bottom?—Not to the whole of those that are mentioned there, but to the two only. These two Company's exhibitions, as is explained, were established some years since, and the Company have now come to the resolution to establish three more, to make five altogether of that class.

63. (*Mr. Vaughan.*) Do you not find that you have too many exhibitions in proportion to the attainments of the scholars. May it not be the fact that you reward mediocrity by founding so many scholarships at Oxford?—There are many of these scholars who require to be assisted a little; it is not like a school where almost the whole of the boys have parents who are wealthy or in independent circumstances.

64. It is for the simple purpose of insuring a continuance of education?—It is; but it certainly often happens that a boy of not very first-rate attainments does get an exhibition at Oxford. One of our exhibitions is sometimes combined with a scholarship.

65. Do you happen ever to have calculated how much is paid annually in support of the education of the boys educated in this school after they have left it. That is to say, do you happen to know how much money is expended for the benefit of the boys at the university?—We know some boys do it for 140*l.*

66. Pardon me. What I want to know is the annual sum that is charged out of your funds, for the benefit of exhibitioners who have been educated at this school, and who have afterwards gone to the universities?—The total amount?

67. The total amount?—I can hardly say what that would amount to. We cannot calculate the exhibitions and scholarships at less than 3,000*l.* a year.

(*Mr. Vaughan.*) I made it about 3,258*l.*

(*Mr. Thrupp.*) Under the new regulations it is rather better than 3,000*l.* a year.

68. What proportion of that comes from the free gift of the Company?—I cannot say without referring to the accounts, but the school costs the Company above 2,000*l.* a year, after crediting quarterages and entrance fees. I have before me the account for 1860–61; the actual excess of expenditure was 1,837*l.* 5*s.* 11*d.*, and if to this amount be added 500*l.* a year for school premises (a sum much below the value), you will have 2,337*l.* 5*s.* 11*d.* The account for last year is not yet closed, but I expect the expenditure has been much heavier.

69. (*A Commissioner.*) I observe the writing, French, and drawing masters must be Protestants. That would not limit your choice in the case of the writing master, or of the drawing master, but does it not operate as a limitation of your choice in respect to the French master?—Perhaps it does a little. We were in a difficulty on that subject. Our former French masters were Mr. Delille and Mr. Chapman. When Mr. Delille died, Mr. Chapman wished to succeed him. We had a number of applications, and among them several from gentlemen who were not Protestants; but we thought it better to test the merits of the under master. We tested him twelve months, and found that he was an excellent teacher. He did exceedingly well, and therefore we appointed him.

70. He is an Englishman?—His name is an English one, but I understand that he was born in France, and that his father was French. He was tested, on a recent examination at the Clergy Orphan School, of which he has been the teacher many years.

71. (*Mr. Vaughan.*) Allow me to ask you a question with regard to one provision that is peculiar to this school, namely that the boys after obtaining a certain proficiency in mathematics all learn drawing. Did that provision emanate originally from the Company, or was it a suggestion of the Head Master's?—I am not aware that they are bound to learn drawing.

72. I think it says so here?—Then it emanated from the Head Master.

73. Do you consider that the French master pronounces French well?—Yes, it is thought so: he has been tested, as I said, at other places.

The witnesses withdrew.

W. CHAPMAN, Esq., examined.

74. (*Lord Clarendon.*) I believe you are the head French master at Merchant Taylors' school?—Yes.

75. How long have you been French master here?—Nearly 16 years.

76. You were at first assistant master?—Yes, at first.

77. How long have you been head French master?—Nearly four years; in fact, I began the duties precisely four years ago.

78. Will you have the goodness to tell me what classes there are and what number of boys come to you for instruction?—There are 25 on the head

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form, about 30 or 31 on the 6th form, and then comes the upper 5th form, which consists of about the same number—30.

79. That makes how many in all?—85.

80. They are all taught by you?—Yes, all taught by me.

81. And what time do you devote to them?—One hour every day; that is, each class has two lessons a week, of one hour each.

82. Do those three classes come up together?—No, separately; each class comes to me twice a week; The head class comes on Mondays and Thursdays, the 6th on Tuesdays and Fridays, and the other on Wednesdays and Saturdays.

83. So that the number you teach a day is something short of 30?—Yes, each day about 30.

84. You do not consider those 30 more than you can teach to your satisfaction?—No; although the time is very short; and an hour for each class is very little.

85. Do you consider it sufficient for teaching the pronunciation of the language?—No; considering that I have not only to teach the pronunciation of the language, the conversational part, but likewise the written language, which of course takes up a great deal of time.

86. Do you attempt to teach the language conversationally?—We do so as much as possible by putting questions in French, by making the boys learn dialogues out of school, and by their answering questions put to them on the grammar.

87. Is much prepared for you out of school?—Not much, but every week an exercise is written out of school, and a lesson in conversation is likewise prepared out of school.

88. That is to say, that each class prepares a lesson out of school twice a week?—Yes.

89. Taking the generality of boys, do you find that when they come to you they are quite ignorant of the French language?—When they first enter the school, perhaps out of 20 which may join the lowest class, there are sometimes three or four who have learnt French before. Some, perhaps, have had six months, others 12 months French teaching, either in other schools, or from having learnt at home.

90. But those boys, absolutely ignorant of the language, would they come to you, or to the assistant master?—I am speaking of the assistant master, who receives them first. They always come to me after they have had about two years French training, either in the school or before they have entered it, so that none come to me totally ignorant of French.

91. Do they come in a tolerable state of preparation or proficiency after having had two years instruction?—Very fair, considering the short time they have to attend to their French, which is only two hours a week.

92. What is the average time that a boy remains at Merchant Taylors' school?—Perhaps four years.

93. That would be about the average time you would retain them?—Yes, but some boys on the head form would remain six or seven years. I understood you to say "the average time;" few will leave before they have actually reached the sixth form.

94. So that the generality of the boys will have had about four years' instruction in French?—Yes.

95. Should you say the generality of the boys leaving the school would be able to read French with facility, and to maintain a conversation in that language?—Scarcely.

96. What should you say was the general average number of boys who would be able to do so after having received that amount of instruction?—Twenty out of thirty might be able to read any French book put before them with facility, but the other ten would have some difficulty in understanding it, and I think, that so far as carrying on a conversation is concerned, it would be a much lower average still.

97. Is there any improvement that you have suggested to the Head Master?—There is one improvement that I have suggested for some time, and that is the division of the two classes which come up on Mondays and Thursdays. I have for a long time felt a difficulty in teaching such a large number, not only because it was a large number, but likewise because the boys remained 12 or 18 months in that class, and it was constantly receiving new boys. Probably there would be new boys introduced into it every six months, so that the progress of the older boys was constantly retarded by a new set coming in, which led to the former being put back to a certain extent in order to place them on a level with the boys who had recently joined the class.

98. And has the improvement you suggested been adopted?—No, it has not; because it would necessitate a division of the classes and the attendance of one of the French masters two hours more a week, the question being whether that time could be spared from the classical studies.

99. As yet it has not been considered that that arrangement could be made?—As a matter of fact the arrangement has not been made. I wrote to Dr. Hessey, and gave him to understand it would be very desirable if it could be done.

100. There is an examination in French every year, does that examination take place twice or only once in a year?—Every year.

101. Once a year?—Once a year; at Christmas.

102. The whole school is then examined?—Yes.

103. It is examined by yourself?—Yes; but the first year I was appointed head French master, an examiner was appointed by the Court of the Company.

104. And has the practice of having them examined by a separate examiner ceased?—It has not been acted upon since, but it will be this year.

105. Is your examination a public one?—No, not in the sense of strangers being present.

106. Not a public one?—No; it is an examination by papers and orally in the usual course of things.

107. Are the papers seen by anybody but yourself?—No, they are not, except by the Head Master, if he desires it.

108. It is on your report of the efficiency of the boys that the prizes are awarded?—Yes; they are awarded in French twice a year, that is to say, in June and December.

109. But the examination is conducted by yourself just like the hearing of the classes in school?—Yes, like hearing the lessons there, so far as *vivâ voce* goes; but papers are set to be answered, and the classical masters see that they are done.

110. How are these prizes awarded, and for what? For proficiency in the different branches of French?—Generally for their work during the half year combined with the paper examination which takes place in December. I must tell you that a certain number of marks is given for the manner in which every lesson is said, so that an examination takes place, I may say, every day in every lesson, because every boy may receive perhaps eight or ten marks for the manner in which he says his lessons.

111. And the aggregate of the marks tells in his favour at the end of the year?—At the end of each half year.

112. There is no present intention of introducing German, is there?—If there is, I have not heard of it.

113. (*Lord Lyttelton.*) All the school, both the higher and the lower forms, learn French?—There are three classes that do not learn; the 1st, 2nd, and 3rd forms. It begins with the lower division form.

114. That is to say, the 85 which you have mentioned?—Those are only the boys that are with me.

115. How many are there with the assistant master, about 100?—Yes.

116. That makes 185 boys who learn French out of the 250?—Yes.

117. Do you mean that the rest are not allowed to learn?—They must be on the lower division form before they can begin to learn French.

118. You have an assistant?—Yes.

119. Does not the adoption of that system postpone the age at which the boys begin to learn French in some degree?—Yes.

120. Is it not of great advantage to the scholar that he should begin to learn French as early as possible?—I think it is desirable that they should know something of Latin before they begin to learn French, because it is much easier to teach them French when they have a certain knowledge of the Latin, than it is when they have no such knowledge.

121. With regard to pronunciation, is it not an advantage to begin to learn early?—Most decidedly, with regard to pronunciation, they ought to begin early.

122. I apprehend that a boy, before he begins to learn French, would seldom be older than 13 years of age?—No; we have many that are not more than 10. In the lower division they begin to learn French between 10 and 11; frequently, indeed, I should say the majority of the boys on the lower division are not more than 10 years of age.

123. Supposing those that come under the hands of the French masters stay about four years, are you generally able to teach them to pronounce fairly in that time?—Yes.

124. You do not find much difficulty in that?—There is a difficulty, certainly, but not much.

125. When are they required to speak French? at the time of doing their lessons?—Whenever I speak to them in French they must answer in French.

126. Would that be during the whole of the French lesson?—Not during the whole of the French lesson, because, when they are translating French into English the conversation would be carried on in English; but if I put a question to a boy in French, he must answer in French.

127. During the whole of the lessons?—During every lesson.

128. What is the time that a boy in the upper part of the school would give generally to French?—Two hours with me.

129. Besides the preparation?—Besides the preparation, he would be two hours with me.

130. I suppose another hour in the week would be necessary for his preparation?—Yes; he does not, I think, get more.

131. (*Mr. Thompson.*) Are you master at any other school?—I have been the same number of years at Christ's Hospital. I was for eighteen years at the City of London School, and I have been for the last 22 years connected with the Clergy Orphan School.

132. Have you ceased to attend the City of London School?—Since January 1857, when the new system at Christ's Hospital came into operation.

133. Do you find that this school makes as much progress in French as the others you have named?—I should say the Merchant Taylors' School is more forward than Christ's Hospital.

134. That is to say, they pay more attention to French?—There is more reading and more general knowledge of the language.

135. Do you think that the boys manifest a respect for the study of French?—Decidedly.

136. To what do you attribute that; because it has been a common complaint that at classical schools the boys rather underrate the value of French?—As compared with Christ's Hospital, I think the boys here may be of rather better families. They likewise have an opportunity of going home during the day, and benefiting thereby much more than those who have to board at the school the whole year.

137. They have more time to prepare their lessons?—They prepare their lessons better.

138. With less interruption?—Yes; their mothers and sisters very often attend to the preparation of their lessons, and not only do they do that for them, but they assist them greatly; whereas the boys at Christ's Hospital cannot have that advantage.

139. The biggest boys in the school come to you?—The biggest boys.

140. Do they manifest a fair interest in French?—To a certain extent they do, but I cannot say the whole of them manifest the same interest in French that they do in classics. They pay more attention to classics most decidedly.

141. Do you consider that the cleverest boys are disposed to pooh pooh their French?—No.

142. But still it is not very popular; you have a difficulty about it?—Yes, there is a difficulty, because they consider there is more advantage in attending to classics. There are, they know, great advantages to be derived as far as scholarship is concerned.

143. Perhaps they feel more pride in their classical proficiency?—Yes, I should say that many of them would feel ashamed at making a mistake in Latin, while they would not feel ashamed of making a mistake in French.

144. (*Mr. Vaughan.*) You speak of a difficulty in the way of making a subdivision of the higher classes?—That is with respect to the highest of the classes under my assistant.

145. Do you happen to know whether the mathematical school is entirely separate in its classification from the classical school?—I think it is entirely.

146. That is not the case in the French school?—No, not in the French school, because we take them entirely by the classical arrangements.

147. If the classical arrangements were entirely broken up in the French school and the French school were to have its division simply according to the proficiency of the boys, independently of their classical places, would that be an improvement of the system or not?—It would be an improvement; but we find on the whole that those who have learned Latin to a certain extent are generally the best in French also.

148. Supposing you were suddenly called on to classify your French school, should you find that such a classification, although it would be quite independent, would, in point of fact, be nearly coincident with the classification when taken according to the classical attainments of the boys?—No; there would be many boys to be moved up and many to be moved down.

149. With respect to the teaching of the school or the economy of time, would it not be an improvement?—It would not be an improvement in consequence of the other classes being engaged. It would probably break up the whole school.

150. Do the classical masters teach at the same time?—Yes.

151. Supposing you had the disposal of the time, could they be taught in the afternoon?—They might, but we should require several masters.

152. More masters than you have now?—Yes; to take the charge of the whole school, it would require at least six French masters.

153. There would be no more than there are already learning?—Exactly; but the whole school falling on us, (that is to say, the whole of the boys who do learn falling on us at the same time,) we should require more masters.

154. I am supposing them to learn no greater number of hours than they do at present; but simply that the French school should be entirely independent of the classical school, how would that throw more on the masters?—Supposing I took two classes, that is to say, I take one, and my assistant takes the other, then the other portion of the school would be all split up, and the master would say, we cannot work these classes, they do not accord with our divisions. Therefore there would be objections constantly made, and they would say they must give up the whole school if such an arrangement is to be carried out.

155. Do you prefer the present arrangement to having the school independent with respect to the French?—We are obliged to prefer it because we see the great objections that would necessarily arise from any other arrangement.

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156. You have not a staff of masters sufficient to do it?—No.

157. (*Mr. Thompson.*) Your assistant is of French extraction, or French by birth?—Yes; so am I, although my name is an English one. I was born in France, and my father was French.

158. Is your assistant master of the English language equally with yourself?—I cannot say that he speaks English as well as I do, but I have always been accustomed to speak English from my birth.

159. Does your assistant experience any difficulty in obtaining the respect of the pupils?—It is very difficult to find gentlemen who speak English with sufficient accuracy to teach French with advantage.

160. (*Lord Lyttelton.*) What is meant by the question is, can your assistant maintain the discipline of his class?—Pretty well.

161. (*Mr. Thompson.*) Was your assistant master under Mr. Bellamy?—No, Mr. Bellamy left before French was introduced in the school; I was appointed twelve months after Dr. Hessey was appointed, and French was introduced into the school by Dr. Hessey's representation of its necessity to the Company.

162. Do you think your assistant master has the power of influencing the boys and making them pay attention?—Yes, pretty well.

163. Do you think it possible that Dr. Hessey's influence may not have had some effect in that respect?—Dr. Hessey has always been ready to give us any assistance that we require.

164. To enforce discipline?—Yes.

165. I want to ascertain the cause of the superiority which you stated exists in French in this school compared with the other City schools; is there any particular cause to which you can attribute that superiority?—I was only comparing it with Christ's Hospital, because there I find boys very deficient in French, and I attribute it to the fact of their being boarders in the school and to their not having the same opportunities of going home and preparing their lessons there, which I think is a very great advantage.

166. Do you think that that is the sole cause?—I also attribute it to their being of rather better families than the other school.

167. But with respect to those public schools which we have examined,—those schools to which boys belonging to better families are sent, the masters complained generally of the difficulty of teaching French?—The children of farmers, gardeners, and so forth, I should consider would have less power of receiving knowledge than the sons of gentlemen generally.

168. But there are many sons of gentlemen at Christ's Hospital?—There are some, certainly, but still there is a greater mixture, much greater than there is here.

169. Is it not the fact that Christ's Hospital has always distinguished itself at the university as much as this school?—No, I think not so much as this school.

170. (*Mr. Vaughan.*) Is there any system of promotion in your class by which the boy rises according to proficiency?—Not at all. The promotion is from one class to another, and therefore it entirely depends upon proficiency in the classics. They are not promoted to a higher because they might happen to be the first boys in my class.

171–2. I mean with respect to the position in which the boys are before you; is their position in each class before you determined by their position in the classical school or by their proficiency in French. Have you a classification of your own in your own class, and do the boys stand in that class according to their proficiency in French?—Yes; for instance, the first boy in the upper fifth class sits at my right hand.

173. And he is not the first boy in the classical class?—No; he had a prize, for instance, on the 11th June, but he was not in consequence of that promoted to a higher class.

174. So that you have a limited principle of emulation acting in your own class?—Certainly.

175. (*Lord Lyttelton.*) Are the prizes considerable?—Yes, very considerable.

176. Are there many prizes?—The prizes are distributed once a year; but they are awarded twice in the year.

177. Are they in money?—Not in the French class.

178. They are in books?—Yes; I do not think there are any money prizes except Dr. Hessey's Hebrew prize of three guineas; there are medal prizes, and book prizes; scholarships, and exhibitions may be called prizes, and these of course, are given in money.

179. In the French class, I mean?—Not in French.

180. The French prizes are simply books?—Yes.

181. They are objects of ambition with the boys?—Certainly; we always find when a boy gets first in the class he is very anxious to keep his place. There is a constant emulation, and it is only the lower boys in the form, who find they cannot move up to the top, who are, perhaps, rather indifferent, though that does not extend to all.

182. Are you content with the present system as to the time at which the boys begin to learn French, and do not wish to alter it?—I do not think it desirable to begin before.

183. I understand that you would be glad of more time, but in other respects you are content with the system as it exists at present?—Yes.

184. (*Lord Clarendon.*) Do you set punishments, Mr. Chapman?—Very seldom.

185. Still it is an attribute of your office?—Yes.

186. Impositions, I suppose?—Yes, 100 or 200 lines.

187. You do not inflict corporal punishment?—Never. When necessary, I report a boy to the Head Master.

The witness withdrew.

Rev. J. A. Hessey.

The Rev. JAMES AUGUSTUS HESSEY, D.C.L., examined.

188. (*Lord Clarendon.*) I believe you are Head Master of Merchant Taylors' School?—Yes.

189. How long have you been Head Master?—Seventeen years; I was elected on the 23rd July 1845.

190. You were educated here, I believe?—I was, and went from hence as a probationary fellow to St. John's College, Oxford, in 1832. I was admitted a fellow in 1835.

191. You had not been assistant master before you became Head Master?—No; I was resident at Oxford.

192. You were appointed, I suppose, by what you would designate the Court?—The Master, Wardens, and Court of Assistants of the Company.

193. I think you consider that Merchant Taylors' School is not a foundation?—In one sense of the word I do not consider it a foundation; that is to say, there are not any fixed revenues or monies upon which the school is based; there is no trust possessed by Merchant Taylors' Company for the administration of which the Commission can call the Company to account.

194. The school has been founded now just 300 years?—Yes; it was founded in 1561.

195. That was before Sir Thomas White founded St. John's College?—No, after; Sir Thomas White founded St. John's College in 1555. But this school was founded in 1561, and a very short time after the school was founded Sir Thomas White re-distributed

I suppose, the endowment of St. John's College and gave us 37 fellowships out of the 50 which he established.

196. And these 37 fellowships the school has continued to enjoy ever since?—Until this very last June. We have just entered on the new system, which commenced on the 11th of June this year.

197. The new system that was created by ordinance of the Privy Council?—Yes; created by their alteration of the recommendations of the Commissioners.

198. The Oxford Commissioners?—The Oxford University Commissioners.

199. What was the proposed scheme of the Oxford University Commissioners? — Merchant Taylors' School had originally 37 fellowships. Each fellow was on probation for three years, and then became a fellow for life. The remaining 13 fellowships belonged to the heirs of the founder, or to other schools, and were for life also. The Commissioners proposed to reduce the number of life fellowships to 18, and to establish 33 terminable scholarships. Of these terminable scholarships, Merchant Taylors' was to have 21, to be held for seven years; and to nine of the fellowships, only those who had held Merchant Taylors' scholarships were to be eligible.

200. What was to become of the remaining nine fellowships and 12 scholarships?—The nine fellowships and five of the scholarships were to be perfectly open. Seven scholarships were to belong to certain other schools.

201. (*Lord Lyttelton.*) But that was not what was ultimately done?—That was not what was actually done, but it was what the Commissioners recommended.

202. Did the Commissioners recommend a similar course in the case of any other school?—Yes; in the case of Winchester. The Winchester fellowships at New College were to be divided into two classes. To 15, those only who had been scholars at Winchester, or had been 12 terms at New College, were to be eligible; 15 others were to be perfectly open. This plan was adopted.

203. The scheme with reference to the appropriating certain fellowships to the school was modified by the Privy Council?—Yes, to the extent of making all the fellowships open.

204. Do you know what led to the modification of the Privy Council: Was it owing to any representation on the part of the authorities at St. John's College?—No, I do not think it was. Nobody knew what led to it. Originally, the Company and the College together had almost agreed that they would accept the scheme of the Oxford University Commissioners, but there was a difficulty on the part of the Commissioners. The College said, I think, that they wished to have 10 appropriated fellowships, and 8 open. This the Commissioners would not agree to. Then the College desired to have the disposal of any fragments of scholarships vacated by scholars before their seven years were completed. This the Company would not agree to, and the Commissioners took the Company's view. The result was, that the scheme was rejected by the College on these two grounds. The Commission expired, and the matter came before the Privy Council. We had every reason to believe that the Commissioners' scheme would have been confirmed by the Privy Council, but to our astonishment when the decision came out, we found we were deprived of all the fellowships. I believe we should not have agreed to accept 21 scholarships in lieu of 37 fellowships, if we had known that we were to have no fellowships at all.

205. (*Mr. Thompson.*) Is there any document in which the Privy Council state their reasons for changing the original scheme?—No, none whatever, and nobody can tell why it was done; and it does seem rather hard upon Merchant Taylors' school, that while Winchester, which does not want the fellowships so much as we do, was allowed to have fellowships appropriated to them to the extent of 15 in New College, this is denied to Merchant Taylors'.

206. Can you tell us in what manner you think the modification of the scheme of the Commissioners by the Privy Council will operate on Merchant Taylors' school?—I think that taking away the fellowships altogether from the school, and substituting the endowment they have given to us, will be on the whole injurious to the school; there is a respectability which attaches to a connexion with a college, and which is advantageous, more or less. We have now no longer that recognized position in St. John's College which we formerly had. We have lost that altogether in consequence of having had no fellowships appropriated to us.

207. (*Lord Lyttelton.*) But you have scholarships?—Yes, we have scholarships, but they are temporary in their tenure, whereas the fellowships which formerly belonged to us were life fellowships, and they afforded a contingent title to the thirty college livings. No doubt there were certain disadvantages in consequence of the probationary fellowships with which our boys went up to college becoming fellowships almost as a matter of course; but the real evil was that there were too many who came from the same school, and that the men would remain mere schoolboys, and not mix sufficiently with men from other schools. Well, how does the matter stand now? We have lost the respectability which a foundation gives, and we still retain the disadvantage of a great number of boys coming from the same school. There will be now 21 scholarships at St. John's College, all of which will be filled by boys coming from Merchant Taylors' school; therefore the Privy Council has left us the very thing that was injurious, namely, the school-boy feature, and taken away that which rendered us really respectable, and gave us rank, namely, permanent fellowships.

208. That was done by the Privy Council?—Yes, by the Privy Council. That is one point. Another is this; it will very much depend on how St. John's College is conducted, that is to say, on the tutors being vigilant, on their being exceedingly active, on their taking up the men and giving them every possible advantage, whether our men will ever get fellowships at St. John's College at all. The fellowships will be thrown open to all the world, and men coming from elsewhere, and educated, let us say, at Balliol, which is the best college in Oxford, may enter into a competition with them at St. John's College for the fellowships. Those fellowships have heretofore been the result of education communicated in the school; now, if gained, they must be the result of education given in the college.

209. (*Mr. Vaughan.*) As I understand, you would consider it better if the scholarships were converted into school exhibitions of the same value which you might carry to any college in either University?—No doubt of it. I consider that we have now anything but the best sort of endowment. If a boy had an exhibition of 100*l.* a year, he might take it anywhere—increase his income by a scholarship at some other college, and gain both for himself and for his school the credit of having obtained an open scholarship. But by going to St. John's College he cannot get any more than a single advantage, for if he obtains anything else by competition he must give up his scholarship. I think it would have been far better for the school if the endowments had been absolutely released from St. John's College, and we had had 21 exhibitions lasting 7 years, which we might take anywhere. But we could not get anybody to see that, I assure you. People were so anxious to abolish life fellowships for school boys, that they would not see that by the probation being extended to five years, and by due strictness in admitting to full fellowships, many of the objections might be done away. In fact they would listen to nothing but a scheme for scholarships and nine appropriated fellowships, and when this scheme fell through, we got the scholarships only. Permit me, however, to

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add, that I am far from wishing to sever the school from connexion with St. John's. I did all I could to preserve that connexion by the modification of the old system which I have just mentioned. And the college itself desired that modification and that only. All I mean is, that the sort of connexion now brought about is not so good as the existence of so many unfettered exhibitions of equal value with the scholarships.

210. (*Mr. Thompson.*) Had you any opportunity of stating these views to the Privy Council?—No, I had no opportunity of doing so; but we certainly did not suppose the Privy Council would have mulcted us so severely.

211. (*Mr. Vaughan.*) Practically, could you carry out your suggestions by making the President and Fellows of the college perpetual trustees of the school. It must have assumed that shape, must it not, supposing you were to have carried out such an arrangement. It could not have been effected in any other way; because you could not have detached the property from the college. You must have made the college authorities virtually trustees for the school?—Yes, but such a scheme never came on the tapis at all. If we had had our due, it would have alienated $\frac{37}{50}$ of the property of the college.

212. (*Lord Clarendon.*) Did the Merchant Taylors' Company appear by counsel before the Privy Council?—I did not appear myself. I think the Company did.

213. (*Lord Lyttelton.*) Formerly you had 37 fellowships and no scholarships?—37 fellowships, which were called probationary fellowships, up to the end of the third year. In fact, all were at first probationary fellows. But there was very seldom any one who was turned out at the end of the third year.

214. Under what circumstances could they be turned out?—Only for misconducting themselves.

215. Had they any further examination to undergo?—They had a further examination, but not a very severe one.

216. And this is all that was left of the original endowment—the 37 fellowships?—It is.

217. You say you have just had the first examination under this new system?—Yes.

218. This month?—Yes.

219. Could you judge from that whether it excited much interest in the school and amongst the parents and friends of the boys in the school?—Yes, as far as that point goes, I have no objection to it in the world. What we did this time was this. we presented to the college a certain number of candidates from whom they and the Company were to choose. There were two scholarships vacant then. because the number of scholarships is contingent on the number of the old Merchant Taylors' fellowships falling vacant, until we get the whole scheme into operation.

220. How many of the boys competed for these two vacancies?—I sent in the papers of 11 boys, but in point of fact only wished three, the first, second, and fourth monitors to be considered candidates, because the others were so very young. Last year my whole table of monitors and two of the next rank, the prompters, left the school. Four probationary fellows were elected to St. John's College, and of the others leaving school, three obtained open scholarships at Oxford, two were provided for at that university by Dr. Andrew's exhibition, and one at Cambridge, by Mr. Parkin's exhibition, to which he added an open scholarship gained by competition. They were very young this year, but I sent off two very good boys. I was glad to introduce for the first time the element of competition, and the result was that not the first and second but the first and fourth monitors were elected.

221. Was there not an examination formerly?—Yes, but there was not any competition, their places being fixed for at least a couple of years before.

222. There was an examination only up to a certain point?—Yes,

223. Their places being previously fixed?—Yes, by successive competitions and examinations.

224. Then practically on this occasion the competition was limited to three, from whom two were to be chosen?—Practically so, but the others were perfectly ready to go as far as their acquirements were concerned. I withdrew the third monitor for these reasons, it was his own and his father's wish that he should stay, and it was my own opinion that it would be better if he had another year at school, he being only 17 years and one month old.

225. Was this third one better than the rest?—The third monitor whom I withdrew was not better than the first, but he was better than numbers two and four.

(*Mr. Vaughan.*) In fact, you were rather afraid of his succeeding, if he went to the examination.

226. (*Lord Lyttelton.*) The fact is, he did not compete?—I sent his papers in, and the college examiners were much pleased with them.

227. (*Mr. Vaughan.*) I want to know how these fellowships at St. John's College were assigned between 1555 and 1562?—The founder nominated the fellows himself during his lifetime.

228. Is it by his will, then, that they fell to the school in the manner they did?—I suppose it is by charter and statute which are authorized by Royal authority.

229. Was it after his death; did it take effect after his death?—I think in 1571, that is, about a year after his death, boys were first elected from the school.

230. Before that they were nominated?—Before that they were of his own nomination.

231. (*Lord Clarendon.*) You say that the statutes of the school consisted of 45 rules which have been modified; that a great many of these have become obsolete, partly in consequence of the change of manners and of the value of money, partly because the circumstances to which they applied no longer exist, and partly because new circumstances have caused the necessity for new regulations. May I ask, are these rules given to you on your appointment as master?—I can hardly say they are those rules which are given to me. I am, of course, acquainted with them; but rules *are* given to me which have reference to my own immediate duties.

232. Then generally these old regulations are not compulsory upon you?—They are regulations with respect to the way in which the boys were to be admitted, as to the hours, and so on, from time to time. The original 45 rules, as I can show you, are a most impracticable collection of regulations as applied to the present day.

233. (*Lord Lyttelton.*) They are not binding?—No; they were mere orders of the Court, who have either repealed them or allowed them to fall into desuetude.

234. (*Lord Clarendon.*) You say the school has no visitor except the examiners appointed by the Court; these examiners, I apprehend, are merely for the purpose of conducting the examination; they are not visitors of the school in the ordinary sense in which the word "visitor" is used?—No; but they report to the Company what the condition of the school is.

235. The general condition?—Yes.

236. It is not merely with reference to any special subject of examination that they report?—No. They report on no special subject, but generally whether the boys are well taught; whether the system generally is good.

237. (*Lord Lyttelton.*) They do not report, for instance, as to the state of the building?—No.

238. Do the Company appoint examiners every year?—We have had the same examiners for some years. One of them has just resigned, Mr. Maine, who has recently been appointed to India; he was one, and Archdeacon Browne is the other. The Rev. C. Matheson acted in Mr. Maine's place this June.

239. How are the examiners appointed?—They are proposed in the Court by some influential person there, and elected by the general court.

240. As examiners for one year?—No, as permanent examiners.

241. (*Mr. Thompson.*) They are paid, I presume?—Yes.

242. (*Mr. Vaughan.*) Until the Company rescind the appointment, or they resign?—Until the Company rescind their order, or accept their resignation.

243. Practically, it is an appointment for life?—It is an appointment for life.

244. Is that a beneficial arrangement?—I do not see any objection to it. Very competent men are appointed.

245. In course of time does not the system of education and the state of scholarship alter so much that it would be sometimes undesirable that the same gentleman should be nominated examiner for a period of 20 years?—Perhaps it would, but I have not lived out that 20 years yet, and the examiners are still perfectly efficient. Archdeacon Browne is professor of King's College, and Mr. Maine is a well-known scholar.

246. (*Lord Lyttelton.*) Is Archdeacon Browne still at King's College?—Still there, I believe.

247. (*Lord Clarendon.*) There is a question which I wish to put to you about emoluments; what are the form masters' fees, do the boys pay a fee on rising in the school?—When a boy gets into a new form he pays a form entrance fee of 5*s*.

248. (*Lord Lyttelton.*) Taking into consideration the whole of the expenses of every kind, the education of boys can hardly cost more than 15*l*. a year each?—I do not think it can cost that.

249. (*Mr. Thompson.*) I thought the entrance fees went to form a fund?—You mean the fee paid on entering the school. This is 3*l*.; of it, 2*l*. 10*s*. goes to an exhibition fund, 5*s*. goes to the Head Master, and 5*s*. to the master of the form on which the boy is placed.

250. The fees which you have put down here do not include all the expenses of the boys?—I do not think there is anything else, except for books.

251. Are there not some expenses relating to the boarding houses?—Those we do not take official cognizance of. There are boys who, perhaps, take their dinners at masters' or dames' houses, and boys who actually board altogether, but to them we shall come bye-and-bye.

252. That applies to about 80 boys, does it not?—I should think about that number of boys are actual boarders.

253. (*Lord Clarendon.*) It appears there are 260 boys in the school; I suppose, generally speaking, that would be about your number?—Yes.

254. 250 is the right number?—250 is the number which the Court professes to have in the school at one time.

255. What leads to that increase, because you sometimes have 260 and sometimes 262, is it that the Court appoints one here and there extra?—No, it is not quite that. Every quarter we calculate that there will be so many vacancies, but our calculations cannot be exact, because we base them on an average of those who have left in previous years. When we say there will be room for 20 it may be that there will only be room for 17, and thus the number is increased by three, because only 17 boys may leave the school instead of 20.

256. It appears there are four mathematical masters?—There are four mathematical masters.

257. How many classical masters are there?—There is the Head Master, the Head Master's assistant, and four under masters in the classical school.

258. So that you would have six?—Yes, six classical masters.

259. For 260 boys?—Yes.

260. Do you consider that that number of masters is sufficient for effectually and satisfactorily teaching those boys?—I believe we should have room for another master or two with great advantage.

261. What do you consider, from your experience, to be the proper number of boys for any one master to teach effectually?—I do not think that one master ought to have more than 40 to 42 boys.

262. (*Lord Lyttelton.*) You have rather more here?—Yes; but I think from 40 to 42 is the utmost that one master ought to have.

263. (*Lord Clarendon.*) Do you think that you could do justice to 42 boys in one class?—I should divide them into two classes or forms, as we call them, and take them at different times. It would not be hard if we had a sufficient number of class rooms; but the fact is, that the crying difficulty of the school is, the want of class rooms. I am obliged to have two masters in the large school, and sometimes three at a time, each master having two forms. Of course, there is much more noise and a greater loss of energy and time than there would be if we had a greater number of class rooms, and more than there ought to be in any school.

264. (*Mr. Vaughan.*) Does not so much depend on the individual qualities of the master, that one master can teach a much larger class more efficiently than another?—Yes; I certainly think there is a good deal in that.

265. By devoting greater attention to the boys and making better arrangements with regard to their tasks?—Yes, but the best master is liable to be distracted by having other masters in the same room with him, however large it may be.

266. I was speaking of the number of pupils in a class, and I wish to ask whether it does not depend rather on the power of the individual master what number can be taught at one time?—I do not think that any master ought to have so many as 60 under his charge, although I believe some have, and of course, they must be divided into two forms.

267. (*Lord Lyttelton.*) If you take the total number of forms and divide them into two or more classes, though that may be a convenient arrangement, still it leaves the fact that there is an insufficient number of masters for the education of the whole number in the school?—Yes; in my own form I have only 24 boys, but until the Company allowed me to appoint an assistant, I had two forms, the head form and the sixth form. I found the greatest difficulty in teaching them, for I was obliged either to leave one of the forms in the school, which was an annoyance to the other masters, or to bring them both into my room and keep one in absolute silence while I taught the other; therefore I prevailed on the Company to give me an assistant.

268. Where did you get an apartment for him?—That one you went into down stairs, which was formerly my boarders' room.

269. Still there are only six masters, including yourself?—Only six.

270. Have you brought the question of the insufficiency in point of number of the masters at Merchant Taylors' school before the notice of the Company?—I brought the question before them, and they appointed me an assistant. They know my feeling on the general subject; but I am prevented bringing any further proposal before them, because of the grand difficulty of providing class rooms.

271. Do you think the Court would grant you the additional aid of a master if you had room?—No doubt of it.

272. The character of the instruction at this school is classical?—That is its general character. It is to all intents and purposes a classical school.

273. That was the original intention of the founders?—Certainly.

274. And improvements and extensions of the system of education have been made to meet the necessities of the times at different periods?—On the first institution of the school, it is stated, in the quaint language of the times, that the Head Master was to be "learned in good, clean Latin literature, and also in Greek, if such could be gotten." The

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first master was Mulcaster, an eminent Oriental scholar. He introduced the study of Hebrew, and Bishop Andrewes was one of his first scholars. One of the qualifications of the Head Master has always been, that he should be able to teach Hebrew.

275. Do you think the authorities attach much importance to the teaching of Hebrew?—The authorities attach considerable importance to it, especially as it is considered that many of the boys are intended to take Holy Orders. We have taught Hebrew with some success, and have obtained a great number of Hebrew scholarships at Oxford.

276. You would be sorry to lose it?—Yes.

277. (*Mr. Thompson.*) They have turned the study of Hebrew out of Westminster school altogether, have they not?—So I have understood.

278. (*Lord Clarendon.*) But here they continue to instruct the boys in it?—Yes; there is a medal established for its encouragement, and I give myself an annual prize of three guineas, which is limited to boys not in their last year. Thus we keep it up, and raise up fresh generations of Hebrew scholars.

279. Have you been able to trace the proficiency of any person in Hebrew in after life to the instruction that the pupils obtained in this school; that is to say, do clergymen trace the advantages they may have in after life to the knowledge which they obtained in this school from the teaching of Hebrew?—Yes; and the way in which we teach Hebrew fixes itself in the learner's mind. We teach it through the medium of Latin, and although the Latin is bad enough, it very often happens that clergymen tell us that they recollect the Hebrew from its connexion with Latin. The result is they never forget it. The grammar we teach it from is called Bythner's Hebrew grammar.

280. (*Mr. Thompson.*) What is the date of it?—About from 1637 to 1650.

281. Is it earlier than Buxtorf's?—That was in 1609.

282. (*Lord Clarendon.*) Are any of the mathematical masters classical masters also?—All the four are classical masters as well as mathematical.

283. So that they teach both?—They teach both.

284. Classics and mathematics?—And mathematics.

285. There are only six masters in the whole school?—If you take the classics and mathematics there are only six, but there are on the list of masters writing, drawing, and French masters.

286. I am talking of the classics; for these 260 boys there are in all six masters?—Yes, but they teach mathematics in the afternoon.

287. (*Lord Lyttelton.*) If we compare it with Eton, where we have found that there is only one master to 40 boys, there is very much less here in respect to classics?—Yes; but it is quite an accidental circumstance that the classical masters are mathematical masters also. There is nothing that compels the Court to insist upon that arrangement.

288. They do it advisedly?—Yes.

289. Without any increase of salary?—No; there are salaries given quite independently for classics and mathematics, as you may see on referring to the table.

290. They are paid separately?—Yes, for instance, the first under master is paid by the Company 150*l.*; he receives in quarterages from 55 boys at 15*s.* per quarter, 165*l.*, and in form entrance fees about 12*l.*, making altogether 327*l.*; to which is to be added his salary as first mathematical master, 200*l.*; so that altogether the salary of the first under master is 527*l.*

291. The fact is they are given a certain salary and they are required to teach the classics and mathematics for that salary?—It comes to that, though the salaries are paid separately. A man might resign his mathematical and yet retain his classical duties; that shows that they are perfectly distinct. The fourth classical under master is an exception. He teaches both classics and mathematics for one salary.

292. If the Company chose to limit the duties of the master they could?—Yes.

293. (*Lord Clarendon.*) He would have to resign a portion of his salary?—Yes.

294. What did you say was the salary of the first under master?—527*l.* a-year.

295. Do you consider you could get a first-rate man for that salary?—I consider I have got a very first-rate man for that salary. He was a second wrangler.

296. What is his name?—The Rev. J. A. L. Airey.

297. Do you ever experience any difficulty in getting distinguished men who would fulfil your wishes with respect to teaching, and with regard to their own attainments?—No, I do not think we do find any difficulty in obtaining fit men for teaching; take the man I have mentioned for instance; but I am not quite sure it is the best plan to have the same men to teach both classics and mathematics. I entertain little doubt about it, except with respect to the first under master. I think it desirable to have a man of some standing who has worked his way up the school and is thus able to exercise perfect authority in the afternoons when I am not necessarily present. Boys are accustomed to him in the classical school, and more readily obey him in the mathematical school.

298. Do the under masters remain any length of time?—Yes.

299. (*Lord Lyttelton.*) Is the present first under master a married man?—Yes.

300. But he has no official house?—No.

301. Do you find the boys who come out of Mr. Airey's class sufficiently well prepared for the highest form?—They do not go immediately to the highest form, but to the sixth form, which is under my assistant. Before they come to me they are very fairly prepared.

302. Is Mr. Airey distinguished in classics?—He was not in the classical tripos at Cambridge, but he was distinguished at Christ's Hospital where he was educated, and from which he obtained an exhibition.

303. Would you say it is easy to get gentlemen of high attainments for that remuneration?—I do not think we find any difficulty. I do not think 527*l.* a year a small sum to be given as a salary to the first under master; besides which he is able to take boarders.

304. Has he many boarders?—Not many.

305. He might have more?—Yes, if he had room in his house, which he has not.

306. (*Lord Clarendon.*) How many has he?—Ten or 12.

307. Do they live in his house?—Yes.

308. Do you happen to know what he charges?—I think 60*l.* a year.

309. (*Mr. Thompson.*) Does he live in the city?—Yes; at Amen Corner, in one of the residentiary houses of the Canons of St. Paul's, at the west end of Paternoster Row.

310. (*Lord Clarendon.*) You do think that undertaking both the classical and mathematical tuition of the boys taxes the powers and energies of those gentlemen too much?—I do not think it taxes the under masters, who have no responsibility beyond that of the hour, so much as it would the Head Master, who is responsible for the whole establishment. I could not stand it myself, for whatever goes wrong, (if the masters and the boys do not work well,) I have the discredit of the bad working. I could not stand it with the anxieties of the whole establishment, but I do not think it is necessarily too much for men who have only to come here and do the work of the hour, and go away again.

311. (*Mr. Thompson.*) You have no private tuition?—No, not as a recognised thing.

312. (*Lord Lyttelton.*) You said you were not necessarily present in the afternoon?—I go out of school at a quarter to one, but I am to be seen in this library from a quarter to one till three. There I am occupied in looking over exercises, or transacting other school business, such as seeing parents or

friends, or persons enquiring about the school, or in examining boys for entrance. Sometimes I take a form and examine it; but I am not necessarily present in school. I go in occasionally to see how the writing department goes on, and very often for little matters of discipline.

313. (*Mr. Vaughan.*) What time is given to the Hebrew you spoke of?—It is difficult to say precisely when we take Hebrew; occasionally we take it on Monday mornings, but I think the larger portion of the work is done in the evenings; and when the sixth form are learning the Hebrew grammar for the first time, their part, or first morning lesson is Hebrew.

314. Should you say that the teaching of the Hebrew has any effect in limiting the instruction in other branches of learning?—No. I do not press boys in Hebrew much, I only insist on their knowing the grammar. I do not press them to read a great deal of Hebrew, because unless they read it steadily it would be of little good. Those who try for the medal and Head Master's prize, really read a great deal of the books of Genesis and Exodus, a great portion of the book of Psalms, passages from Kings, and passages from some of the Prophets, but I do not press the head form to work much at Hebrew out of the school.

315. Does the arrangement we have heard of in regard to the classical masters teaching mathematics limit the amount of classical teaching in point of time?—It must in point of time, because all the afternoon is devoted to mathematics, or writing and arithmetic, and drawing.

316. Is it a consequence of that do you think that the boys in this school get rather less classical teaching than at any other public schools?—Well, I am not quite sure that we have not given a little too much to mathematics of late years. We gave up an afternoon which was devoted to classics, and at the same time shortened the hours in the morning. There used to be four hours in the morning which were shortened to three and a half, and I am not quite sure that it would not be an advantage to have the one afternoon given back to classics.

317. Do you think that mathematics have gained what classics have lost?—I do not think there has been any great alteration in the mathematics since that time. I think two hours of mathematics work very fairly.

318. How long do you consider a boy is occupied in mathematics in the course of a week?—Ten hours a week, but from this one hour per week is to be subtracted for drawing.

319. Is not that a large proportion compared with the time which is given to mathematics in other public schools?—I think it is a large proportion as compared with that which is given in other schools.

320. (*Lord Lyttelton.*) How many hours for classics are there?—Twenty-one, from which two hours per week are taken for French.

321. How much time is occupied by drawing?—Every boy in the forms which are taught drawing has a lesson of an hour's duration once a week.

322. (*Mr. Vaughan.*) Did that arrangement about the drawing emanate from yourself, the principle I mean that all boys in the school should learn drawing after the attainment of a certain amount of proficiency in mathematics?—Yes, I did not know in what other time to teach it.

323. I mean that all the boys should learn drawing. May I ask you what was your view when you made that general arrangement, that every boy in the school should learn to draw after a certain time occupied in mathematics?—My view was that they should have advantages in competing for Woolwich and other places in which drawing is one of the matters of competition.

324. Do you think it gives them any advantage in respect of their general education; I mean, for instance, beside the power and pleasure given by the art, does learning to draw give the pupils greater distinctness of idea in general, making them acquire definite images of outward things, and producing a general precision of mind?—I cannot say that I have traced its operation in that way, but everything that makes a boy accurate in observation is valuable, and benefits him by producing greater accuracy and precision of ideas in his mind.

325. You have not observed that it had the effect of giving greater precision in the minds of boys to the images which are presented to them by the classics?—I have not observed that effect.

326. (*Lord Lyttelton.*) You do not connect it at all with their classical studies?—I do not.

327. (*Lord Clarendon.*) Do you think that drawing is popular here, and that the boys arrive at considerable proficiency in it?—I do not think it is an unpopular study at all; I have had some very fair specimens of drawing produced. I may mention that a boy is required to produce one specimen of drawing at least during the half year, and I think that some of those drawings show that the boys have taken a good deal of interest in the matter. It is not very fatiguing work, and it relieves their minds from other studies.

[*Several of the drawings were produced by Dr. Hessey and inspected by the Commissioners.*]

328. (*Mr. Vaughan.*) Those drawings you have now produced, I presume, are not selected?—No, they are the drawings which were shown at the end of this half year.

329. Has it ever occurred to you that, considering they all possess that talent, in the examination of the higher classes, boys might be required to produce a drawing descriptive of anything they may be called on to understand in their study of the classics instead of describing it in language?—No. I cannot say that I have ever desired them to sketch historical scenes.

330. I meant from the poets also; from Homer, for instance?—I have not tried them in that way, but I think that the general taste of the boys has improved.

331. (*Lord Clarendon.*) Drawing is obligatory, is it not?—Yes.

332. On the whole school?—Yes, after a certain period.

333. (*Lord Lyttelton.*) How many learn drawing?—The number of boys learning drawing at present is 53.

334. It is only taught after they have passed a certain mathematical standard?—Yes; when they get up to the fourth class in mathematics.

335. (*Mr Vaughan.*) I suppose it is, in point of fact, a mode of study that is a relief to their minds?—I think it is. They would certainly much rather have an hour of drawing than a mathematical hour.

336. I suppose they are very glad to do it after a mathematical hour?—Yes.

337. There is power to suspend any boy for misconduct. What does that mean?—Suspending any boy for misconduct is rather difficult to define without stating the practice. Suppose, for instance, a boy has misconducted himself, I say to him, "Now "I feel great doubt as to receiving you back into the "school, but I will see your father, and tell him "what you have done, and perhaps I shall advise him "to remove you." My advice generally carries the day, but I should not send for his father and give him that extreme advice unless it was a very heinous matter. I have advised parents to remove their children whom I have not had to report to the Master and Wardens at all.

338. (*Lord Lyttelton.*) You have only done it once, I believe?—There have been cases where I have said to the father of the boy, "Evidently this is not the "place for him, and I think you had better remove "him;" but I have only had occasion to dismiss one boy, that was in the highest part of the school. I did not report it to the Master and Wardens, but I said to the parents, in effect, "This boy has thoroughly "disgraced himself, and I shall report him. I cannot

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"give a satisfactory account of his conduct, there-"fore you had better remove him."

339. You say you have to lay out money allowed by the Company for the use of the library; that is this library?—Yes.

340. Do the boys use it much?—If they ask me for a book of any kind I am very glad to lend it.

341. Have they a catalogue of the books?—No; but they are perfectly on familiar terms with me, and if they want a book they feel no hesitation in asking leave to borrow it.

342. They do use it freely?—Yes.

343. (*Mr. Thompson.*) Was the library formed for the use of the school?—No, for the masters. The undermasters lived here as bachelors in chambers down below, where the writing schools now are; they lived there from 1561 till about 1800. Kidd, so well known at Cambridge as Porson's friend, lived there, and entertained Porson at his chambers.

344. (*Lord Clarendon.*) Is it the duty of the Head Master to maintain discipline in those parts of the school which are not superintended by university men?—I certainly consider it to be so.

345. If the assistant masters are university men, do you confide the maintenance of discipline entirely to them?—I do not feel it my duty to interfere so much. Of course you are aware that the great difficulty is to make the boys respect masters who are not university men. Practically, masters who are foreigners, and who are not thoroughly acquainted with the English language, and likely by occasional mistakes to excite the risibility of the boys, are the masters whom they most fail to respect. It is also very difficult indeed to make boys respect writing masters, and, of course, I am applied to occasionally to enforce discipline. My plan is this: I tell them if they wish to misbehave themselves to come and misbehave themselves before me. They know that I notice much more severely any misconduct in the writing school or the French school than any misconduct upstairs; and they always get into more trouble for misbehaviour down there than they would in the upper school.

346. I see there are two forms, named respectively the Head form and the Sixth. How comes there to be a Head form beyond the Sixth?—Because originally there were six forms in the school; of these the highest was called the Sixth. Afterwards, the number of forms was increased to eight; the highest was still called the Sixth, but the Fourth form was divided into two, the Fourth and the Fourth Division, and the First into two also, the First and the Petty or Anonymous form. About 17 years ago an additional master was put in at the bottom of the school, and we wished to keep the old nomenclature as much as possible. The Sixth form was divided into two. The boys in the then highest form did not like to take the name of Fifth form boys, and I allowed them to keep the name of Sixth form boys, and called the highest form the Head. Some alterations were made, then or soon after, lower down in the school. The Fifth form was subdivided into the upper and lower Fifth; the Division into the upper and lower Division; and the Petty form was abolished.

347. (*Mr. Vaughan.*) Your classification is extremely simple; the nomenclature is not the same as in other public schools, and soon gets exhausted?—Yes.

348. (*Lord Clarendon.*) With respect to the French, drawing, writing, and arithmetic masters, you require that they should be Protestants?—Yes.

349. You would not take a Roman Catholic master under any circumstances, I suppose; is that considered an important rule?—It is not the rule, but the practice in Merchant Taylors' Company;—I know it is their practice, for this reason,—the French master was originally allowed to nominate his assistant, and when the first appointment had to be made, he nominated a gentleman who was a Roman Catholic. The Court did not wish to have that gentleman appointed, and, they said, "No, it is very undesirable." There was a great deal of noise made at the time with respect to a French Roman Catholic teacher perverting, as it was rumoured, a boy at some other public school; and therefore the Merchant Taylors' Company would not permit a Roman Catholic teacher to be appointed.

350. (*Mr. Thompson.*) Was it not the fact that there was a Roman Catholic seminary in the neighbourhood of the school you refer to, and that one of the priests perverted a weak-minded boy?—That may be so.

351. (*Mr. Vaughan.*) You say, in the written answer, that one of the duties of the Head Master is to superintend the removal of the boys at the half-yearly remove; that means the promotion, does it not, from one form to another?—Yes.

352. Does the Head Master decide on the promotion of a boy from one form to another?—Yes, he has the absolute power of determining who shall move.

353. Is it in his hands entirely?—Yes.

354. Does he do it by examination?—Every form is examined both on paper and *vivâ voce*, and the results of the examination are compared with the average places of the boys. The Head Master himself with the assistance of the master of the form, examines the boys and the exercises written, and he determines how low the remove shall go and where it shall stop.

355. Does he change the places of the boys in order of merit or is that left to the master of the form?—The Head Master and the master of the form confer together.

356. Is the general examination of the whole school which the Head Master holds once a year independent of the removes which you are speaking of?—No, it is connected with the removes.

357. He then not only determines the number to be moved, but assigns their places by personal examination?—Yes; by personal examination.

358. He examines them in the work of the form?—Yes; the work of the form, and the books read during the half year.

359. One of the removes?—This is one of them; but at Christmas, when the examiners take the *vivâ voce* of the school, the Head Master looks over their report, glances at the exercises himself, and sees the average places of the boys, without having personally examined them *vivâ voce*; he does all that in connexion with the form master.

360. The Head Master then decides where the remove shall be given?—Yes; he does not decide at random, but after considering and consulting with the master of the form.

361. (*Lord Lyttelton.*) I do not understand allowance in lieu of a house. Is not this house part of the property of the Company?—Yes; my stipend was so much per annum with a house to live in.

362. And that is the estimate of the value of the house?—Yes.

363. It is not actually a charge to the Company?—No, I charge nothing whatever; but I was entitled to live in the house, and they allowed me 200*l.* a year in lieu of it.

364. (*Mr. Thompson.*) Do you reside at any great distance?—In Mecklenburgh Square.

365. Is the Head Master's late house made any use of?—Not so much as it used to be.

366. Can no portions of it be used as class rooms?—The rooms are all too low, too small, and too dark.

367. (*Lord Clarendon.*) Do they not use the rooms above this library?—They are not good as class rooms, they want pulling down and re-building.

368. The quarterly payments are 2*l.* 10*s.*, that comprehends everything; it is the whole *curriculum?*—Yes; except 5*s.* paid for entering each form, and of course the boy pays for all his books.

369. (*Mr. Vaughan.*) The general policy of your system here seems to be, to require all the boys to do the same work at the same time?—Yes, it is so.

370. Drawing, French, mathematics, and classics, all take up at the same time, and drop at the same time. Do you find on the whole, that that encou-

rages their progress?—I think you will find that is mentioned further on, and perhaps you will ask me the question when we come to that point.

371. I am now asking generally whether you find that the boys are so far alike, that they will all bear being compelled to learn the same thing at the same time with advantage to themselves?—Up to a certain point they may, but certain boys waste a great deal of time, having no talent for mathematics, and they are a great nuisance to the mathematical teacher. I should like to employ them in learning German, which would keep them at work, and take them out of the mathematical school, but I have no class rooms available.

372. (*Lord Lyttelton.*) To whom are the quarterages paid?—They are paid to the masters in the school, and they are transmitted by them to me, after what is due to themselves has been deducted. I take what is due to me, and what is due to the Company I pay over to their clerk.

373. You make the division before it is paid to the Company?—Yes. Each under master receives the quarterage from his own boys, and sends up the proportion to me.

374. With respect to that which you pay over to the Company, I presume that the Company do what they please with it?—Yes.

375. You will see the total from quarterages amounts to 2,600*l.* Is that so? The Company receives 5*l.* from each boy, the Head Master receives 2*l.* from each of 260 boys, and 3*l.* from each of 40 boys. The first, second, third, and fourth under masters, receive respectively 3*l.* from 55 boys each, so that each has to keep so much for himself, and to pay the remainder over to the Company?—Yes.

376. (*Lord Clarendon.*) There are no boarding-houses formally recognized by the school, and very few of the parents of the boys actually reside within the city?—Those boarding-houses do not in any way come under the notice of the Company. Indeed, they are not supposed to exist; therefore, they are not under my direct superintendence or government.

377. So that in fact the Company does not concern itself with the boys when they have once left the school premises; they do not take any further notice of them?—No, no further notice of them.

378. If you heard of anything going on irregularly in any boarding-house would you report it to the Company or to the parents?—If I could not stop it myself I should probably report it to the parents.

379. Those unrecognized boarding-houses are, in point of fact, simply houses in which parents choose to board their sons, quite unconnected with the school?—Yes.

380. You say the Head Master is, more or less, acquainted with the system pursued in those houses, consequently, I suppose, you take an interest in them?—Yes, I take an interest in them; that is to say, I can see whether the boys in a certain house are well taken care of. I can see whether they are frequently absent, and I can tell pretty well from the absences whether the boarding-house is well conducted.

381. You say "Parts and exercises are prepared "in the boarding-houses, which are considered as "the boys' home for the time, but only such parts or "exercises as boys living at home would be required "to prepare." With reference to such matters as the preparation of lines from Horace, Virgil, or Æschylus, and so on, do the boarding-house keepers help the boys to prepare their lessons?—They sometimes do help the younger, but the older boys, generally speaking, are quite as able as the boarding-house keepers themselves, who are not necessarily educated men. Sometimes the boys reside with an under master, and the under master may help them; but that practice is not encouraged, because we consider that boys will never walk alone if they are taught to walk with the help of crutches.

382. You are not favourable to private tuition?—I think it is the bane of public schools.

383. You do not, however, forbid it?—No, I do not actually forbid it; but I do not encourage it, except for a certain class of boys.

384. (*Lord Clarendon.*) Have you had any practical knowledge of private tuition that induces you to express so strong an opinion adverse to it?—I recollect that boys who were contemporary with me, and who had private tutors, did nothing whatever. They depended upon the private tutor, and I and acquaintances of my own depended upon our own work. Those who were continually dry-nursed did very badly, while we did very well. At the same time I should recommend a private tutor occasionally, but only occasionally. When a boy, for instance, has entered the school in a form rather too high for his acquirements, in such a case I should recommend a private tutor for a little while.

385. (*Lord Lyttelton.*) Until you get him up to the standard?—Yes. I do not recommend a private tutor for a boy who wishes to obtain a University scholarship. Our practice is not to have them trained by private tutors for the purpose of getting scholarships, and I always try to inculcate that if they will only do the work set them they will always be able to go up and get scholarships for themselves.

386. (*Mr. Thompson.*) Do you find that they often succeed in getting open scholarships?—Yes, very often, as the published lists will show.

387. (*Lord Lyttelton.*) I believe very few of the parents of the boys reside in the city. Do you attribute that merely to the general circumstance that much fewer people live in the city now than formerly?—I think it shows that the class of boys we have here is rather a high one, that is to say, that it is the poorer persons only who reside in the city; those in a small way of business. Those who reside out of the city are men of business, who are in a much better position. I believe it is the fact, that as soon as a man can he goes to reside out of the city altogether.

388. (*Lord Clarendon.*) You say that the charges for boarding at the first and second under masters' houses are 60 guineas per annum. How many weeks in the course of a year are they boarded?—The whole time the boys are at school during the year, I think I have said elsewhere, is thirty-nine weeks a year.

389. And they sleep there?—Yes.

390. Have you heard what are considered to be the profits of the persons who keep those boarding-houses?—No, I have not. I can hardly tell you. In London there are many drawbacks to making much profit, such as the expense of provisions, and so on. House rent is also much higher than in the country, and it is very difficult indeed to get a house at a reasonable rent in the city.

391. (*Mr. Vaughan.*) You speak of a variety of charges. You say that the first and second under masters charge 60 guineas per annum, and that there is a less charge for another class of boarding-house?—Yes.

392. Is the accommodation different?—I believe not very materially.

393. Do you know what the lowest charge is?—I should think that the lowest would be about 35*l.*

394. Then the charge ranges from 35*l.* to 60 guineas?—Yes.

395. Are they of a different class in society who keep boarding-houses at 35*l.*?—One of them is a clergyman, but he charges as high as 50 or 60 guineas a year. Another also is a very respectable person.

396. What is the reason that there is such a very great difference in the number of boys at each boarding-house. I see that one of them has 25, while another has only four?—In the house where there are 25, there is a great deal of room, which is not the case in some of the others. The first under master, for instance, has only room for about 12 boarders, and the second under master for six. They are positively unable to take any more.

397. (*Mr. Thompson.*) Where are those other boarding-houses situated?—One is in Suffolk Lane, opposite the gate of the school.

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398. All of them are in the neighbourhood of the school?—Yes; one is near Southwark Bridge, standing at the back of a disused churchyard.

399. Is there any difficulty in filling these houses?—None at all.

400. (*Lord Clarendon.*) In some instances, I presume, the parents live at a considerable distance from the school?—Yes. But sometimes young boys whose parents live not a great way off, at Kennington, or a short distance upon the rail, are sent for a year to a boarding house. The parents consider it too much for the nerves of young boys to travel by rail twice a day.

401. (*Lord Lyttelton.*) Have many of the parents been educated at the school themselves?—Yes, very many.

402. (*Lord Clarendon.*) In answer 31 you say that you consider that about 52 presentations are issued every year?—Yes, I think so.

403. The Court consists of about 40 persons?—Yes; everybody has a nomination every year, and a certain portion of the Court, perhaps 10, have a nomination twice over.

404. (*Mr. Vaughan.*) What is the nature of the accommodation given to the boys at the boarding-houses?—They have all of them separate beds, and I think their table presents a very fair dietary indeed. I arrive at that conclusion, from what I have heard from the boys themselves, and from their parents.

405. With regard to the room in which they live, is that a separate room or a common room?—They have a large common room in which they do their work. I do not think they have separate studies. I believe, however, that the older boys have a common room distinct from that of the younger boys.

406. The Company as well as yourself disclaim all responsibility in connexion with the bording-houses?—Certainly.

407. Do you think that that is altogether right?—Not altogether; I think I should have a direct authority over the boarding-houses.

408. (*Mr. Thompson.*) You would have no objection to exercise such an authority?—No; but I have not found it positively inconvenient as things go, because the people who keep the boarding-houses have been tolerably amenable to any suggestions I might make to them. At the same time I think it desirable that the Head Master should have some definite and direct authority over the places where the boarders reside.

409. (*Lord Clarendon.*) What do the boys do for a meal between the morning and afternoon school?—I presume you draw that from the question in reference to the lunch. I say, "Boys at the boarding-"houses of course get their mid-day meal at those "houses; and various boys who come from a distance "dine at the boarding-house as day boarders; several "who are the sons of merchants, &c., lunch at their "fathers' offices in the city. The portress of the "school is allowed to keep a sort of pastrycook's shop "on the premises, which is open at certain times. "The Head Master discourages the resort of boys to "eating houses, and always recommends the parents "to make some arrangement for the middle of the "day at the time of their entrance." This is a subject of some difficulty. In the middle of the day the boys either go to the boarding-house where they get their dinner or lunch, or they must go to eating houses, or to the pastrycook's. I do not know any other resource that they can betake themselves to; and of course, one is not altogether satisfied with the way in which they spend their time. There are inconveniences in the matter.

410. For how long a time is the boy out?—Only an hour.

411. He may go out by way of getting his lunch, and he may be away for an hour?—Yes, that is to say, he is not bound to stay in during that time. He is dismissed at a quarter to one o'clock, and is not wanted again until a quarter to two. The Company and I feel that it would be more desirable to have the boys kept within the school precincts if we had the means of providing them luncheons upon the premises. That is one of the things to which we look forward when we obtain additional accommodation.

412. How long are the boys kept in school in the afternoon?—Two hours; from a quarter to two o'clock until a quarter to four.

413. What time do they begin in the morning?—At a quarter past nine o'clock; they go on till a quarter to one, and then they are dismissed for an hour. They come back at a quarter to two, and stay till a quarter to four.

414. (*A Commissioner.*) At King's College there is accommodation for the boys in getting lunch, and they are not allowed, without special leave, to leave the college?—That is what I should like to have here if I had only a play-ground large enough, and had the necessary accommodation.

415. (*Mr. Vaughan.*) With regard to boys in the boarding-houses, can you state to what authority the boys are amenable, when in the boarding-houses, where the boarding-house is not one of the master's houses?—They are amenable to the keeper of the boarding-house.

416. Is that the only control over them?—That is the only actual sensible check upon them, but there is an insensible check; they know that if they misconduct themselves grossly, it is likely to come to my ears. The only sensible check is the management of the masters of the boarding-houses.

417. Do you think they exercise a practical authority?—I think that it varies a good deal according to the person who keeps the boarding-house; and I do not think that it is always exercised in the way I should like, and that is one reason why I think it is desirable that no one should be allowed to receive boys coming to Merchant Taylors' school unless they have received a licence from the Head Master.

418. (*Lord Clarendon.*) Are the boys allowed to go to the boarding-houses or elsewhere after their luncheons?—Those who dine at the boarding-houses go home to their luncheons, or if they do not it is sure to come to my ears. The boarding-house keeper would make a report to me. Only a few days ago a boarding-house keeper came to tell me that a boy had not gone to his house as arranged by his parents.

419. (*Lord Lyttelton.*) Then you do consider that the boys are amenable to you for their conduct out of school?—To a certain extent.

420. It is not easy for you to define the extent?—It is not defined.

421. What you think desirable is, that you should have an opportunity of exercising discipline over a boy at any period?—Exactly.

422. You say that you have a few boys below the age of 10; is that customary?—We do not admit them until they are nine.

423. You have not above four or five below 10?—I dare say not. That is about the usual state of things.

424. (*Lord Clarendon.*) What qualifications are necessary upon presentation?—A certain amount of Latin grammar, the ability to answer certain questions in ordinary parts of Scripture history and Church Catechism: the boy should also know a little of arithmetic, and be able to write.

425. (*Lord Lyttelton.*) He must fairly understand the Church Catechism?—Tolerably well.

426. (*Lord Clarendon.*) Are they examined by you before they are admitted?—Yes.

427. Do you consider that the present system of admission is the most desirable that could be adopted?—I do not think that it is the most desirable, because, in the first place, I find that many parents have no means of access to the members of the Court of the Merchant Taylors' Company; and though I have heard of their wish to place their boys in the school, they fail at last to obtain a nomination; and by that means I believe the school has frequently lost most desirable boys. That is one point. Another point upon which I do not think the present system perfectly good is

that the vacancies come into the hands of the parents frequently before they expect them. For instance, A. goes to a member of the Company and says, "Will "you give me a presentation?" The member of the Company thus solicited says, "I will." B., C., and D., all ask the same man for a presentation, and he says to B., "If A. does not take it, you shall have it." He says to C., "If A. and B. do not take it, I will give it "to you;" and to D. "You shall have it if A., B., and "C. do not get it; or, at any rate, you shall have the "next which I have to give away." Now it frequently happens that C. or D. under such circumstances have not expected to get the presentation at this particular time, and yet that from some unforeseen circumstances they do get it; the consequence is that in that case the boy comes very badly prepared. I think a much more desirable plan than that might be adopted. The Company would only have to let it be published that at a certain time nominations would be in the gift of the members of the Court, and that from those nominated a certain number of boys would be selected. In that case 40 boys might be nominated, of whom 20 only would be chosen after examination. It would be a most important improvement; indeed, if twice as many boys were nominated as could possibly be chosen, we should have the best 20 taken out of 40. Another great improvement would be for the Company to establish certain scholarships in the school, to be held by boys desirous to enter, and which should be given away to those boys whose performances had been the best upon the entrance examination. One scholarship, for instance, might be given to the best boy for the first form, another to the best for the second, and so on. I am persuaded that by that means we should obtain a much higher class of boys. At present the nominations come very much at haphazard, and frequently they are given to people who do not expect them, the consequence being that we do not always get the boys we want, and that we lose boys whom it would be desirable to have.

428. In fact, what you want is something like the system adopted in the public offices where a nomination is given to a boy in order to enable him to compete with others?—Exactly; but at the same time we want something like scholarships as well, which should be better and more in value than the boy pays in the way of schooling. At present 10*l.* is the boy's mere fees in schooling, and it costs him perhaps 15*l.* including books; but if we had scholarships of 25*l.* a year we should attract boys to compete for them, and it would in point of fact be a great *bonus* to them.

429. (*Mr. Vaughan.*) Have you ever suggested that to the Merchant Taylors' Company?—I have not suggested it to them formally, but the plan has frequently been a subject of conversation in interviews with individual members of the Court.

430. (*Lord Clarendon.*) You say, "In order to "enter, a boy must be able to read and write pretty "well, and have learned the Accidence in King "Edward the Sixth's Latin Grammar. It is also "expected that he be acquainted with the leading "facts of the early Scripture History, and with the "Church Catechism." Do you consider that King Edward the Sixth's Latin Grammar is the best you could adopt?—It is on the whole.

431. (*Mr. Thompson.*) Whose is it?—It is Wordsworth's revised Eton Grammar. No doubt it is unsatisfactory to some extent, but it is used in a great many schools now; in Winchester, Eton, and others.

432. Do you like it better than the old Eton Grammar?—Yes; because the notes are more scholarlike.

433. Do you still repeat the *Propria quæ maribus?*—Yes.

(*Mr. Thompson.*) I am very glad that you have not abolished that.

434. (*Lord Clarendon.*) You say in No. 4, "Practically no boys are placed on their admission on the "head or sixth forms, which are limited in numbers." I suppose the boys obtain admission into those forms as vacancies take place?—Yes, as a rule they are limited to 24, but I do not invariably restrict myself to that number. I sometimes have 23 and sometimes 25, but I should not exceed or fall short of that number very much.

435. With regard to No. 7, do you find that writing from dictation is attended with good results?—Yes, it is attended with very good results. Indeed you would be quite surprised if you were to look at the list and were to see the number of marks obtained in writing from dictation by quite young boys. All those boys whose names appear in every class of dictation are boys who have not made a single mistake in their first exercise. It was only by examining them afterwards and giving them additional exercises, that we were able to decide as to which was entitled to the prize. That is a very large number.

436. (*Mr. Thompson.*) Do they punctuate as well as spell?—If they are told to do so, they do. It is very seldom that we find an instance of false spelling when we get up to the top of the school.

437. I believe the Civil Service Commissioners have found that a very great drawback?—I understand that they have. But we begin early. The boys in the writing school are young boys. Few of them are above 12.

438. (*Lord Clarendon.*) You have not the least doubt that writing from dictation is a very good thing?—I instituted it myself, and it has answered remarkably well.

439. By whom is it carried on?—By the writing masters.

440. (*Lord Lyttelton.*) You say "The Head Master "does not introduce a new study, such as writing "and arithmetic, or mathematics, or French, or "drawing, for which an addition to the staff would "be required, without consulting the Court of the "Company, and obtaining their deliberate sanction." Can you define how far you would go, without consulting the Court of the Company?—I think I can pretty well. I should not introduce writing without getting the Court's approval, but I introduced writing from dictation on my own responsibility.

441. How would it be with regard to altering the books of the school?—That is a matter that rests entirely with me. I should not be able to get on at all, if I had to apply to the Company for their sanction for every book I thought it desirable to introduce.

442. Have you authority if you choose to exercise it?—Of course.

443. Are you in the habit of consulting the under masters with respect to anything?—Yes, I consult them, but I do not call them together as a body, and put questions to them whether such and such things should be done. I ask them in a friendly way, either individually or together, as the case may be, "What do you think ought to be done in such a case." I am very glad to receive suggestions from them, but I do not feel myself bound to abandon my own course, if their suggestions are opposed to my own views.

444. Then in point of fact you have complete power?—Yes.

445. (*Lord Clarendon.*) You have no periodical meetings?—No.

446. (*Lord Lyttelton.*) You do not act in conjunction with the other masters as a body?—No.

447. Do you ever meet them all together?—I do not think that I should call together the writing master, the French master, and the drawing master for any purpose, but they are more or less in communication with me at all times.

448. (*Lord Clarendon.*) You say in No. 9, "The "basis of the school is a classical and literary basis. "When a boy enters he is placed in a classical form "according to his age and acquirements, and this "determines his rank in the school. He rises from

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" one form to another by the proficiency and industry " which he displays during the time he has been in " his form, (facts ascertainable by daily marks which " are averaged), and by the way in which he acquits " himself both on paper and in *vivâ voce* at the half-" yearly examinations. The subjects on which his " education is based are divinity and Scripture his-" tory, classics, including of course composition, an-" cient geography and history, and to a certain ex-" tent, modern geography and history." What is " the extent to which modern geography and history are taught?—Certain boys in the lower part of the school receive instructions from Olding Butler's atlas and maps, and are asked questions with regard to places of modern repute. Again, they read English history, the Christian Knowledge Society's small English history, the one Bishop Trower published. The under masters have days for geography.

449. (*Lord Lyttelton.*) Have you exhibitions and scholarships for these subjects?—No; but in the Head form there is a prize given for modern English history.

450. (*Lord Clarendon.*) You say, "It should, " however, be remarked that cases of determined " idleness or inattention to work in other depart-" ments, especially a department falling under the " same faculty that acquirement of classical language " does, (French, for instance,) is liable to be punished " by suspension of a classical remove," how is that?—It is reported to me that a boy is persistently idle in his French studies; I tell him that he has been reported to me, and that, in consequence, I shall not remove him, but that if I find, in a week or two, his conduct has become better, I may then remove him to a higher form.

451. But would not idleness in French operate upon a boy in a classical form?—Yes, in the way that I have mentioned; but we are not often obliged to suspend a remove.

452. You have a system here which we have not met with elsewhere; it is, that when a boy does not obtain a prize he is mentioned honourably; how is that?—Yes, you will see in the list certain names placed in italics.

453. And you find that that works well?—Very beneficially indeed; the boys are very anxious to have their names honourably mentioned.

454. (*Mr. Thompson.*) They call it an "accessit" in some schools?—Something like that. You will see there is a case in the lower fifth form. In this paper containing the account of places, No. 1 gets a prize, the names of the next two are inserted in italics; the names of No. 4 and No. 5 are not; but the name of the next boy, No. 6, is; his averages throughout the year were exceedingly good, and although he was obliged to be away from the whole of the examination in consequence of illness, we did not forget him, but marked him as having done well.

455. (*Lord Clarendon.*) I see that French was only introduced in 1846?—Yes; half a year after I came here.

456. Then, does the plan which you adopted and which you mention in the printed paper still continue, namely, "The two French masters attend every morn-" ing from a quarter to 12 to a quarter to one, and " receive classes made up of the classical forms twice " a week"?—Yes.

457. I suppose that you cannot spare any more time for French than you do?—I could not possibly spare more time.

458. I am afraid then, that your instruction in French does not produce a very high amount of proficiency. I presume that the boys do not leave the school knowing much about French?—Not a very great deal; but they get a fair grammatical knowledge of French, and some of them even obtain a fair pronunciation. I think it will be found that they have, what I may call, broken the ice, and that is something. In former days, when I was at school, we did not learn French at all.

459. Is there an increasing taste for French among the boys, an increasing desire to learn that language?—I think there is.

460. They treat it with less contempt than they did?—Yes, very much. As I have already mentioned, the grand difficulty is to make boys respect a French master; my plan was to employ the master myself first, in order to try whether he would do, and then I obtained the Company's consent to his appointment. The gentleman I selected did very well, and the parents were glad to have their sons instructed in French, though a fee was paid for it. After this experiment I requested the Company to appoint the master who had so approved himself, and to include French in the regular school course. They did so, and French is now taught without any extra fee. The original French master was Mr. Delille. He is now dead.

461. You think the plan you have adopted is susceptible of various improvements, but, that these must depend on more class-room accommodation. You say that "the plan has, on the whole, answered pretty " well, though it is susceptible of various improve-" ments. An obvious one would be the separation, " for the purposes of French, of the lower fifth, and " the fourth forms, and the attendance of one of the " French masters at another hour to teach only one " of them at a time; but this cannot be brought " about until we have more class-rooms?"—Yes.

462. Would that improvement involve more time being given to French?—No, certainly not; only the expenditure of a little more money on the part of the Company, who would be required to remunerate the French master for being here a couple of hours longer; but I have no doubt that, if necessary, it would be forthcoming.

463. Do you think that the study of French contributes to the rise of the boys in the school?—I have no doubt that indirectly it does; that is to say, that as a consequence of the study a boy increases his linguistic power, and illustrates his Latin scholarship. But it does not directly promote his rise in the school.

464. Do not the aggregate of French marks tell for anything in the way of school advancement?—I cannot say that it does. The boys get prizes for French, and they obtain credit for diligence, but progress in French does not directly contribute to their rise in the school.

465. The examinations take place twice a year?—Yes.

466. Are the examinations conducted by the master himself who awards the prizes?—The process is this. The French master transmits to me a certain French paper, and I get the classical masters to superintend the answering of that paper; in that way I ensure faithfulness in answering the questions. The papers are then given up, and they are compared with the result of the average marks in French which the boys have obtained in the half-year.

467. By a special French examiner, or by the French master?—Sometimes by a special French examiner, but ordinarily by the French master. I may mention that it is now arranged that once in the year a special French examiner will be always appointed.

468. Do you think that the result of that examination, although the papers are superintended by the classical master, is a sufficient test?—I think it is, for the classical master's office is not to examine the answers, but simply to see that the boys are writing them independently. As I have said, the answers are looked over by the French master or by a special French examiner. I have no reason whatever to be dissatisfied with the examinations.

469. (*Mr. Vaughan.*) I wish to put a question to you in reference to your answers upon page 13. Do you inform us anywhere what hours are spent in the afternoon in class?—I think I do. If you will look at the Head Master's account, you will see,

on Monday and every day, "1¼ to 3¾ mathematics; prayers at opening and close."

470. I see most of these returns go down only to 12¾ o'clock?—That is simply because the masters have omitted to put in the statement.

471. With the exception of yourself, I think there is hardly one of the masters who has given the statement?—It is an omission; it ought to have been given; in fact, you will see the defect remedied in the "Summary of Lessons," where it is said that 10 hours per week (in the afternoons) is given to mathematics.

472. Is that stated anywhere generally?—Yes, in a note to page 49. "Boys of the four higher classes "of mathematics have one hour of drawing per "week, taken out of the mathematical time."

473. What hours do they take for drawing?—There are four classes taught drawing, and one hour on Tuesday afternoon and Friday afternoon is devoted by the classes in turn to drawing. The head class takes the first hour on Tuesday afternoon, and the class next to the head class takes the second hour. Then, on Friday afternoon the third class takes the first hour, and the fourth class the second.

474. Then there are two hours on two days a week for drawing. What hours are the boys engaged in mathematics?—Each class that learns drawing ought to be at mathematics ten hours a week, but it loses one hour a week for the purpose of learning drawing. Of the four higher classes in mathematics, the boys subtract one hour out of the 10, and employ it in drawing.

475. Then the boys are in class two hours in the afternoon?—Yes; the drawing master attends two hours in the afternoon, and once a week the boys have an hour's drawing.

476. Does the work of the school cease at 3¾ in the afternoon?—Yes.

477. (*Lord Lyttelton.*) Is the classical work exactly the same in duration each day in the week?—No; because French has to be taken out of it on certain days in the week.

478. What is the ordinary number of hours a boy spends in school?—Three and a half in the morning, and two in the afternoon.

479. That is five and a half. Have they a good deal of work to prepare at home?—They have a part to learn, and their exercises to do.

480. Does not the amount of work vary?—Yes; according to the position of a boy in the school, his ability, and the progress he has made. I say sometimes to a boy, "I am afraid you did this hastily," and yet he will tell me he spent all the evening in doing it.

481. Has it ever occurred to you to consider whether the rule which prevails, by which they do not learn French until they have reached a certain height in the school, is the best system?—I will not say that it is the best, absolutely. In fact Mr. Delille, the former French master, was anxious that the boys should be taught French while young, and while the organs of the mouth were sufficiently supple; that was his own phrase; but I found the boys instructed so very little in Latin before they came to us that I could not afford the time, and I told Mr. Delille so.

482. It was a mere balance of convenience. For the purpose of learning grammar it was necessary that the boys should make some progress, but in other respects it was better that the boys should learn French at an early age. Your opinion is, that the balance of convenience is in favour of your present system?—Yes.

483. (*Mr. Vaughan.*) Do you think it absolutely necessary that the language should be taught, I mean the grammar and the meaning of the language, at the same time as the pronunciation. Might there not be a class in pronunciation before they proceeded to learn the language?—It might be possible, but I think it would be very undesirable. They might just as well be learning the vocabulary and the language itself as be learning the pronunciation. They might be learning both *pari passu*. At present a boy enters the school at a very early age, and has a great deal to learn, and that is the reason we do not put him into French at once.

484. I only threw out that suggestion in order to meet an original difficulty. There is sometimes great difficulty in obtaining a proper pronunciation of French unless a boy is taught very early?—Yes.

485. (*Mr. Thompson.*) Would this be a help, namely, if we modified our pronunciation of Latin and Greek so as to resemble the pronunciation of the continent, especially with regard to the vowels; would not that help in suppling the boys' organs and accustoming them to give the words a different sound to that which they have been used to?—It would assist them; but I think it would be perfectly hopeless to attempt to remodel the English pronunciation in Greek and Latin. It was tried, I believe, by Dr. Russell in the Charter House school, but it did not answer. Of course I tell the boys in the Head form what I believe to be an approximation to the true ancient pronunciation of Latin, but I do not adopt it in practice.

486. (*Lord Lyttelton.*) It is difficult to make yourself understood by a continental scholar although you may speak Latin well?—It is not impossible, because I understand his difficulty, although he does not understand mine. I have talked Latin with continental scholars, not in my own way, but in theirs.

487. (*Lord Clarendon.*) What you mean to say is, that if you speak in your own way they will never understand you?—Yes, that is so.

488. (*Mr. Thompson.*) I believe they generally think grace in a college hall is some kind of old English, they never dream it is Latin.

489. (*Lord Clarendon.*) At page 14, you say, "There are also two points in which a boy's proficiency or lack of proficiency in the afternoon school "affects his classical position. 1. Before he can "become a candidate for the prompters' bench, he "must pass such an examination in arithmetic as is "required for responsions at Oxford." What is the meaning of the word "prompter." You use the words "prompter" and "monitor"?—The monitors are the first rank out of the 24 of the head form, the prompters are the second rank, and the upper sixth form the third rank. Formerly, on the occasion of the public speeches, the monitors sat in a row in front of the audience with their prompters behind them, and that is what the prompters owed their names to. But our speeches are not conducted thus in the present day.

490. Then the prompters are abolished?—No; they still exist, but they do not prompt the head boys in that way. I remember the public speeches in 1823. It had a most absurd effect to see the eight monitors sitting in the middle of the school, with eight prompters behind them, each with a copy of his monitor's speech.

491. Do you encourage mathematics?—Yes, we do. The Parkin exhibition is now limited to mathematics, and the Company have established a second mathematical exhibition. The holder of the Parkin exhibition is bound to go to Cambridge. He used to be limited to Pembroke College, but that limitation is now removed. In the case of the second mathematical exhibition, the holder may go to either Oxford or Cambridge.

492. (*Mr. Thompson.*) I see your mathematical reading is very high. Do you think the boys get through the things you mention here very well; for instance, I see you have Snowball's Spherical Trigonometry and three sections of Newton's Principia?—I think they do.

493. Are there a considerable number of the boys who go through that course?—Only two in the head class.

494. (*Lord Clarendon.*) I see that you are willing to introduce German as soon as you can?—I should have no objection to introduce it, but at

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present I cannot find time. Even if I had time, it would then only be introduced to employ those boys who will not work at mathematics. I am persuaded that there are boys in the highest part of the school who are injuring themselves, because they waste two hours in the afternoon in a course of study which they have no taste for. By that means they not only injure themselves but their master also, inasmuch as they are kept at a study which they positively dislike. What I should like to do would be to take them out of that and say, "You will not work at this, but I "will give you some German; you have a capacity "for languages, and you can learn German if you "like." I should therefore call on them to use their linguistic quality as much as possible.

495. (*Mr. Thompson.*) Do you teach Hebrew?—Yes.

496. Do you pronounce it in the same way that they do on the continent?—As nearly as I can; but the continental pronunciation varies very much.

497. I once learned a little Hebrew from a German Jew, who pronounced it as he would German, giving all the gutturals?—We had a very bad pronunciation when I was a boy, and I determined to take what I believe is the ordinary one adopted now.

498. (*Lord Lyttelton.*) Having to choose between the two, are you quite clear that French is more important to learn than German?—I think so in the case of men who have to mix with the world. If, however, I had more class rooms I might allow the boys to make their choice.

499. (*Lord Clarendon.*) I suppose German would be undertaken when a certain amount of proficiency in French had been attained?—That might do very well.

500. You say, in page 15, "English literature, "history and geography, ancient and modern, are "encouraged in the head and sixth forms by transla- "tions into English prose and verse, by essays on "various subjects, by comments and illustrations "supplied by the masters, by recommendation of "lines of study, by requirement of knowledge of "persons, events, and places mentioned in the books "read, by questions in the examination papers, by "the proposal every year of a special portion of "English history to be brought up at June, and by "the fact that one of the four chief prizes is devoted "mainly to history." What do you translate into English prose and verse?—Sometimes Latin and sometimes Greek.

501. Have you English essays?—Yes; I gave them one this week. I read them out as the subject of an essay "the biography of Saul, with notices of "the commencement of the final struggle between "Saul's family and David's." I may mention as other specimens, "the life of Horace and his friends," or "a dialogue among the literary men of the Augustan "period," or something of that sort.

502. Do you consider that among certain boys fair progress is made in Hebrew?—I think so.

503. Do you teach it yourself?—Yes.

504. You say, in page 16, "At present, though "we have quite as much time for arithmetic, &c., "as is wanted, each master has more boys than "he can teach satisfactorily." Has that opinion been brought very decidedly by you before the Court of the Company?—I do not know that I have represented to them distinctly that the masters have too many boys; but if not, I have been prevented by the consideration of the want of class rooms. It was through my pressing the subject upon the Company that they divided the room used as a writing school into two. Really the obstacle to all improvement has been the want of rooms.

505. You cannot keep the boys beyond a certain time?—No; but the Company has purchased a large amount of premises, which I hope will be devoted to school purposes. More rooms would allow of more classes being held simultaneously.

506. In No. 12, page 16, you say "The examiners also try the boys *vivâ voce*"?—Yes; every boy is examined *vivâ voce*. The boys are called in their several forms into the room where an examiner is sitting. There are two examiners here at the same time, but in separate rooms. When I examine by myself I examine *vivâ voce*. I make memoranda of the way in which the boys answer the questions put to them, and of my general impression as to the result of the *vivâ voce* examination.

507. In page 17, you say "From the same papers "also the examiners adjudge at June the four chief "classical prizes of the school, viz., for general "Greek literature, for general Latin literature, for "Latin verse specially, for history. The Head "Master does not interfere with their decision, "except under the circumstances stated above." What is the exact meaning of "general Latin "literature"?—The reason I have used the phrase is this, that I have a special prize for Latin verse. The expression means everything in Latin literature, except Latin verse.

508. Then I presume the same remark applies to the phrase "general Greek literature"?—Hardly so properly, because there is only one Greek prize; the phrase has a wider meaning in Greek therefore than in Latin.

509. (*Lord Lyttelton.*) Are the examinations all in books that the boys have read?—Every half year the boys are examined in books that they have been doing during the half year. If you look at this table it will show you exactly what the boys were examined in from June 1861 to December 1861, column 3, table C. In the head form, the boys were examined at Christmas in Aristophane's Acharnians, Cicero, Juvenal, Horace, various Hebrew psalms, and so on.

510. That is the regular school examination; but with regard to the exhibitions, of which there is a list on page 18, are there any in which the subjects on which they are examined are subjects in reference to which they have had no special preparation before?—No.

511. You do not adopt that system?—No; I will not guarantee that we never set a passage that has not been read before, for sometimes I have prepared such a paper; but not often; my experience is, that unless the boys feel sure they will be examined on the work for the half year, they will not care about reading a book after I have dismissed them from the class room.

512. (*Lord Clarendon.*) I see that the Head Master selects the books to be used, and the Court publishes a list of them. Do you mean by that that the list is only published in their annual reports?—The list is in the blue book, of which a new edition is put forth by the Court from time to time.

513. At page 2 in Mr. Ewart's answer it is said, "The Head master has no power to make any "material change in (and in that sense modify) the "system or course of instruction. The Head Master "selects the books to be used, and a list of them is "published by the Court"?—That merely means that the Court pays for the printing of the book of the school, in which the list is contained.

514. (*Lord Lyttelton.*) Are all these exhibitions and scholarships given on examination?—The scholarships are given to the best boys who appear as candidates. The scholarships are to St. John's. There are two mathematical exhibitions yearly, which are given to the best and the second best mathematicians, and the other exhibitions are given to the superannuated deserving boys in the head form.

515. (*Mr. Vaughan.*) What is the meaning of the expression that at the time of the election they must be members of the table or the bench?—It means that they must be in one of the two head ranks in the head form, either the monitors' table or the prompters' bench.

516. (*Lord Lyttelton.*) With regard to the 21 scholarships at St. John's, you say "The candidates

" are to be examined in such subjects, and in such " manner as the electors shall appoint, and those " candidates will be elected who, after such exami- " nation, appear to the electors to be of the greatest " merit, and most fit to be scholars of St. John's " College." Does that give a free choice to the electors?—I think it does.

517. There are two bodies of electors, the Master, Wardens and Court of Assistants of the Merchant Taylors' Company, and the president (or vice-president) and two of the fellows of St. John's annually appointed for the purpose of the election. The only question is, how far you can bring these two boards into accord as to the subjects on which the boys are to be examined?—The experiment has only been tried once, viz., this June, and the election went off very harmoniously indeed.

518. What notice was given of the subjects?—The way in which I arranged the matter this half year was to conduct the examination as usual, the subjects being the books of the half year.

519. That is what may continue to be the case?—I hope and believe it will. I can tell you how the election was managed, if you think it desirable that I should give you an account of that.

520. Has the new system of electing scholars to St. John's College, Oxford, under the ordinance of the University Commissioners, as amended by the Privy Council, come actually into operation?—It came into operation on the 11th of June, this year, 1862.

521. Will you describe the manner in which the vacant scholarships were filled up on this occasion?—An examination on paper of the whole of the head form commenced on Saturday, May 24th, and continued, with the exception of Ascension day, until the morning of the next Friday. Passages were set for Latin hexameters, elegiacs, and lyrics, and a subject for a Latin epigram; passages also for Greek prose and Greek verse, questions in Latin and Greek grammar and philology, and in ancient and modern history, and in divinity; and extracts were given from Æschylus, Homer's Odyssey, Demosthenes, Tacitus, Virgil, and Persius to be rendered into English.

As soon as these papers were written I forwarded them to the school examiners, as the advisers of the Company, for them to form their opinion upon them, and also to decide the regular school prizes from them.

On receiving the papers back again, I sent to St. John's College the papers of eleven boys, viz., of the eight monitors and of three others who had expressed a wish to be put forward, with particulars of age, time of entrance in the school, &c., but without any notice that such and such boys were candidates, beyond the remark, that some were obviously too young to go to the University with advantage at present.

The papers having been thus perused both by the school examiners and by those appointed by St. John's College, the next step was to hold a *vivâ voce* examination.

On June 10th, the Court of the Company, accompanied by the Venerable Archdeacon Browne and the Reverend Charles Matheson as the school examiners, and myself, as the Head Master of the school, met the President and two Fellows of St. John's in the library or chapel of the school for this purpose.

As the Head Master of the school, I stated what I had done in the matter, how many boys' papers I had sent to the college, and why I had sent them, those of the monitors because of their rank in the school, those of the other boys because of their own wish. I stated also that they were not all of them candidates because their papers were sent in, and in particular, that at the wish of the parent of the boy and his own, and because I judged myself that a year more at school would be much to his advantage, I excepted on behalf of the Company, the third monitor from candidature. After some discussion, quite of a friendly character, in which the school examiners and the representatives of St. John's College took part, it was agreed that it would be sufficient to call in the first, second, and fourth monitors for *vivâ voce* examination for the two scholarships vacant. These three boys were called in successively and examined *vivâ voce* by the two Fellows of St. John's on the part of the College, and by the two school examiners on the part of the Court. The assembly then broke up.

The final step was the election.

On June 11th, the Court, accompanied as before, and the aforesaid representatives of St. John's College, again met in the library or chapel of the school. The clerk of the Company read such extracts from the ordinance of the Privy Council as appeared to bear upon the business in hand. The Master of the Company then addressed the school examiners, requesting to know which of the candidates they recommended the Court to elect as scholars to Saint John's College, Oxford. Those gentlemen replied, the first monitor and the fourth monitor. The master then asked me, as the Head Master of the school, what I had to say to this recommendation so far as the intellectual qualification of the candidates were concerned. My reply was, that I entirely acquiesced in its justice. The Master then asked, whether supposing the two candidates named to be thus intellectually qualified, I could give a satisfactory account of their moral character and general conduct. To this I replied in the affirmative. The Master further asked whether they were under nineteen years of age, and had been at least two years in the school, according to the requirements of the ordinance. I answered again in the affirmative. On this the Master addressed the Court, —"The school examiners having recommended the " first and fourth monitors, and the Head Master " having answered the questions which I have put " to him respecting them, is it your pleasure to elect " the first and fourth monitors scholars of St. John's " College?" This was carried in the affirmative. The Master then addressed the President and Fellows formally announcing to them the decision of the Court, and requesting to know whether they concurred with the Court. On this the President replied, that the College also considered the first and fourth monitors to be most fit to be elected scholars of St. John's College. Perfect unanimity being thus shown to exist between the two joint electing bodies, indentures were produced by the clerk of the Company, and signed by the Master, Wardens, and Court of Assistants on the one part, and by the President and two Fellows of St. John's on the other part, attesting what had taken place and recording the election. The assembly then adjourned to the great school room for the speeches, after which the successful candidates were called into the library or chapel, and the result of the election was announced to them by the Master of the Company and the President of St. John's.

522. Were all the three candidates disqualified by age from staying at school until June 1863?—The first monitor could have staid at school another year, the second and fourth monitors would have been superannuated for candidature after this present June.

523. Then the two best candidates of the three were elected, without reference to their respective ages?—Just so.

524. Was any preferment or exhibition given to the second monitor, who, as it appears, could not remain any longer at school?—Yes; an exhibition of 50*l.* per annum at St. John's College, Oxford, tenable for eight years, founded by Dr. Stuart.

525. Were any other preferments or exhibitions awarded this June to superannuated boys?—Yes, two mathematical exhibitions, tenable for four years, in value 50*l.* and 40*l.* per annum, respectively, to boys going to Cambridge, and therefore not candidates for the Oxford scholarships.

526. What rank was held by these boys in the

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school?—They were the sixth and the second prompters, *i.e.*, the 14th and the 10th boys in the school.

527. What other boys left in the head form this June?—The fifth prompter, who is going to study for the Indian Civil Service, and two boys of the upper sixth, one of them to enter as a commoner at Trinity College, Oxford, the other, to commence the study of the law.

528. What is the upper sixth?—It is the third rank of the head form, which consists of eight monitors, eight prompters, and about eight or nine more boys, who are called the upper sixth.

529. It is under an order of the Privy Council that the electors have to appoint the subjects?—Yes.

530. That is an order by which you are bound?—Yes.

531. There are a great many exhibitions and scholarships on pages 18 and 19; I wish to know if all of them are given for competition, I do not mean to say an unlimited competition, but do all of them imply some amount of comparative attainment and skill?—Yes.

532. All of them?—Yes; the little exhibitions are given by the Company after the boys have left the school; they would not be given unless upon a certificate from me that they had acquitted themselves satisfactorily.

533. (*Lord Clarendon.*) I see "The scholarships "are to be tenable for seven years contingently on "the holders obtaining towards the close of the "second year, and also of the third year from their "admission, a certificate of satisfactory industry, "proficiency, and good conduct." Here are four exhibitions of 50*l.* per annum each to any college in Cambridge; can any scholar hold two of these exhibitions?—No; those are the Parkin exhibitions, one of which is given every year to the best mathematician about to leave for Cambridge, and is tenable for four years; there is nothing, however, to prevent the Company from giving one in addition out of their funds to any one who has distinguished himself either at Oxford or at Cambridge.

534. As a bonus?—Yes, as a bonus.

535. And not as a regularly acknowledged exhibition?—No; at the present moment there are two young men at Oxford, very deserving indeed, who have scholarships of 40*l.* a year, lasting for four years, given to them because they got open scholarships for themselves. The Company said, "By getting "those open scholarships you have saved the school "endowment, and have done much credit to the "school; and therefore we will give you something "in addition to what you have got for yourselves."

536. (*Lord Lyttelton.*) What do you call the little exhibitions?—There are five exhibitions of 25*l.* per annum, and some smaller still; *see* Nos. 11 to 14.

537. Then again there are two exhibitions in No. 6. "Two exhibitions of 50*l.* per annum, at any college "at Oxford or Cambridge founded by the Company "in 1844 and 1846, tenable for five years during "residence. These are filled up by the Court as "vacancies occur, regard being always paid to the "character, ability, and conduct of the candidates at "school and at the university also, if they have "already proceeded thither"?—Those exhibitions are not given to boys leaving school, but to boys after they have left school who have distinguished themselves at the university and who have got scholarships for themselves. You will find in page 20, the following passage in reference to special exhibitions:—"Besides "the above the Court has on various occasions "granted special exhibitions to deserving candidates "at the university, who have gained scholarships by "their own efforts, but need further assistance. "There at present two of these of 40*l.* each, for four "years during residence, granted in 1859. The "Court also frequently votes gifts of books, &c., to "scholars who have done well at the university."

538. It seems these exhibitions are filled up by the Court, but the Court can scarcely have any knowledge of its own?—The Court generally refer to me, and if there is any deserving case I bring it under their notice. Of course the Court have no means of knowing of themselves, I bring the particulars of the case before them.

539. What is the average number of competitors for these exhibitions?—I can hardly say they are by competition, but the Court considers my statement of the particulars of each case, and awards the exhibition to the most deserving of the applicants.

540. I see there are some tercentenary scholarships; how many candidates appear for these?—We had eight this year and nine the year before. The value of the scholarship is 30*l.* a year for two years; in fact, it is a bonus of 60*l.*, to help a boy at the outset, and to help him to a tutor in his moderations at Oxford, or in his degree at Cambridge.

541. (*Mr. Vaughan.*) You have a large amount of scholarships and exhibitions. Do you know what is the number of the head form who leave the school without gaining any exhibition or scholarship?—It is exceedingly small. Of the two head ranks very few indeed leave without getting something from the school, or something for themselves.

542. Those who are capable of going to Oxford or Cambridge generally succeed at school?—Yes.

543. Being at Oxford or Cambridge furnishes the presumption, then, that they have got something from school?—Yes, I should say so.

544. (*Lord Lyttelton.*) The total number of exhibitions and prizes is ample for the number in school?—I think so; I do not want more; but whether I should not like free exhibitions instead of the scholarships is another question.

545. (*Mr. Vaughan.*) Are you satisfied with the number of prizes for composition?—Yes, I have quite enough. I always say to the boys, "I do not care "what you do in the shape of work provided you do "something. You may be distinguished in French, "and I shall be pleased with you. You may be dis-"tinguished in mathematics or classics, and I shall "be pleased with you. All I want is, that you should "do something."

546. What is understood by "conduct" as the cause of a prize. Surely that is rather a peculiar institution?—The name is not peculiar; but there is some difficulty in determining it; at least under the circumstances of Merchant Taylors' School. The boys are not sufficiently with me at the school for me to judge of their conduct, as I should if they lived with me in my own house. I refer to their conduct in the bed rooms, in the play-ground, in the cricket field, and so on. Therefore I decide the question by the number of prizes a boy has obtained, provided I have found him also to be a boy of general willingness, obedience, gentlemanly behaviour, and good moral deportment.

547. You have also prizes for writing?—Yes.

548. Have you any specimens?—Yes; but not at hand.

549. Do you find that these prizes do a great deal of good?—Yes.

550. Have you prizes for different kinds of hands in different parts of the school; for text-hand in one part of the school, and for running-hand in another?—We have four classes in writing, and a prize is given to each class, but I do not think that prizes are given in the way you describe.

551. (*Mr. Thompson.*) You do not go very high in the school for these prizes?—Not very high.

552. (*Lord Clarendon.*) In competition for the chief prizes, has the whole of the ground traversed by the competitors been already gone over at school, or must the competitors study at home to any extent: Take, for instance, the Hebrew and the History Prizes?—In Hebrew, a great deal must have been done at home by the four or five candidates for the medal, or the four or five candidates for the Head Master's prize; but the general school-work enabled the rest of the head form to answer their

grammar questions fairly. As to modern history, I have no time in school to go through the portion selected, the life of Charles I., for instance, or the period of the Commonwealth. This, therefore, must be prepared at home.

553. And your examination not only includes history, geography, chronology, divinity, classics, French, and mathematics, but English history?—Yes.

554. (*Lord Lyttelton.*) Sir James Tyler gives a prize of books for English history between the accession of Henry the Eighth and George the First?—That is a new prize.

555. (*Lord Clarendon.*) Then you have also a prize which is called the mercantile prize. That is new, is it not?—That has not been awarded as yet; it is quite new.

556. If you cannot get time for German, how is that you can get time for book-keeping, which I see is mentioned under the mercantile prize?—That prize will only be competed for by a few boys, who will have found time to study at home. Of course we cannot teach book-keeping here, but nevertheless the prize will do a great deal of good to some few who will work for it.

557. (*Lord Lyttelton.*) You say, in No. 17, page 23, "The Head Master is frequently requested by a "parent to recommend some tutor to prepare his boy "for the entrance examination. It also often happens "that after a boy has entered, and has even been "some time in the school, he requires temporary help. "The Head Master, in this case, recommends some "discreet elder boy who is willing to undertake the "charge. This, however, is obviously exceptional." Are you acquainted with the boy-tutor system at Winchester?—Yes.

558. As far as that system goes, is it the same, namely, that one of the elder boys should stand in the relation of patron to another boy?—I believe at Winchester the boy tutor defends his client on the play-ground as well.

559. He gives him general protection on the play-ground. You say that the system here is "obviously "exceptional." How far does it go?—I do not suppose that there are more than three or four.

560. Has it always prevailed?—Yes it has, to a certain extent.

561. But does that individual relation between one boy and another prevail here?—It only lasts a short time. If a parent comes to me, and says, "My "boy is somewhat backward in his Latin prose, will "you recommend a boy who will take charge of him "for a small fee," I do so.

562. Then there is a fee?—Yes.

563. What is the amount?—It is quite small.

564. Is that sort of charge willingly undertaken?—I frequently find the monitor or prompter is willing to undertake it, but for his own sake I do not allow it to go on long, inasmuch as he has quite enough to do for himself. It generally takes place in boarding-houses. If a boy is not opulent, and has books which he wishes to purchase, he will gladly avail himself of this small fee.

565. Does it lead to a friendship between the tutor and the boy?—I do not find that it does; it scarcely lasts long enough.

566. (*Lord Clarendon.*) Do you require the fee to be paid by the parent to you, or do you leave him to settle it with the monitor?—I generally settle it, and prescribe the amount.

567. (*Lord Lyttelton.*) In No. 19, page 23, you say, "I conceive that the instruction given by the "masters in the course of the ordinary work is quite "sufficient, without supplementary aid, to prepare a "boy of good ability and industry for a successful "career at the universities. Every year boys leave "the table or bench, and after a week come back with "an open scholarship gained at Oxford or Cambridge. "With very little aid, and frequently without any "aid or interval, boys have been successful in com-"petitive examinations in connexion with the civil and "military service, and until it was suppressed in trial "for Haileybury. Boys have not gone up directly "from school, for the East India Civil Service exami-"nations, but seven have gone up for it successfully "after being a year or two longer at Oxford, and "one for a civil appointment at Ceylon." The appointment in Ceylon was a Colonial Office examination, I suppose?—Yes.

568. (*Mr. Vaughan.*) I see you have a very good list of honours; are there any verse prizes in the list?—I do not think there are of late years, but proficiency in verse composition has contributed very much to the great success that our men have had in the moderation schools at Oxford.

569. (*Mr. Thompson.*) Have you any connexion as a school with St. John's, Cambridge?—No; but I recommend it strongly to my boys. With the exception of Balliol College, Oxford, I know no College where they take greater interest in their students than they do at St. John's, Cambridge.

570. (*Lord Clarendon.*) In No. 23, page 30, you say, "It must be remembered that Merchant Taylors' "is not a school in which boys live together in large "masses as inmates of recognized boarding-houses, "therefore, beyond a well regulated course of religious "teaching, graduated according to a boy's position in "the school, it is not possible to have an organized "system of training directly religious." I quite understand from the nature of Merchant Taylors' school that there can be no systematic course of religious training, but prayers, I believe, are read every day before school begins, and also when the work is over, and always upon Monday mornings some portion of your time is devoted to a certain amount of religious instruction, including the Catechism?—Yes, there is a regular graduated course, including the Catechism, the Old and New Testament history, the text of the Greek Testament, the Gospel, Acts, and some of the Epistles. In the head form this culminates in Hebrew, and in essays and biographies connected with Scripture subjects.

571. And the Head Master always undertakes the preparation of the boys for confirmation?—Yes.

572. Is it a rule that they are to receive the Holy Communion for the first time at Gray's Inn chapel?—No, but I am the preacher of Gray's Inn, and I recommend them, if possible, to come there on the first occasion of receiving it. This they do most willingly. It sometimes indeed happens that they have an earlier opportunity of receiving it with their own families. To this I never offer any objection.

573. It is quite voluntary, then, where they go?—Yes; there is no compulsion whatever.

574. (*Lord Lyttelton.*) In a general way, you see nothing of them on Sundays?—No.

575. But it has been the custom that, for their first communion, instead of going home, they come to the church or chapel where you officiate?—Yes; before I was preacher at Gray's Inn chapel, they used to come to St. Mary Abchurch, in Cannon Street, and I made a point of officiating on those occasions. I always prepare them for the Communion after confirmation, and I do not encourage them to go to the Communion for the first time until I have so prepared them.

576. And the parents are always willing that they should follow your course?—Yes.

577. You say it would be desirable to have a chapel for morning and afternoon prayers, and for occasional addresses to the boys. Has it ever been suggested to the Court to have a chapel?—No; because it would be thoroughly hopeless, until the Court had purchased more property.

578. You have no religious service on Sunday?—No. If any liberal member of the Court were to build a chapel, I should be very glad to have it.

579. (*Mr. Thompson.*) Do the boys come to Gray's Inn on other occasions?—No; they are generally

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out of town, except those who are boarders, and I prefer that they should go where the head of their house takes them.

580. (*Lord Clarendon.*) Nos. 25 and 26 relate to punishments. Do the under masters use the cane?—Yes.

581. Where; on the hand?—On the hand or on the back.

582. But they do not flog?—Not in the strict sense of the word.

583. Do they set impositions?—Yes.

584. Do you not consider that this is very injurious to the handwriting of the boys. Is it not an anti-writing master process?—If it occurred to a very great extent it would be; but I do not think the impositions are long enough or frequent enough to injure the handwriting.

585. What is your maximum?—Sometimes 50; sometimes 100 lines. More than a 100 lines is a mark of grave displeasure.

586. Is any attention paid to the manner in which the boys write those impositions?—Not much. All we wish is that a boy should feel that he has misbehaved himself. If it is obviously very carelessly done I take notice of it. For instance, if in the imposition, I found that a boy had been writing the same line over and over again, I should repeat the imposition; but we do not take these impositions as a test of the quality of the boy's handwriting.

587. (*Lord Clarendon.*) You say "According to "the gravity of the case or the age of the offender "the Head Master admonishes the boy privately, or "notices his offence by public rebuke, or inflicts the "punishment of flogging in the presence of the form "on which the boy is, or advises the parents to "remove him from the school." Do you often have recourse to a public rebuke?—Sometimes I do, but not often. There have been cases in which a boy rather high up in the school has deserved a public rebuke and has received it.

588. What is a public rebuke?—The school is silent while I tell him my mind in reference to his particular offence.

589. (*Lord Lyttelton.*) Is the whole school present?—Yes.

590. I presume it does not happen often?—No.

591. Can you say that a public rebuke is viewed as a considerable disgrace, and is much dreaded by the boys?—I think it is. A public rebuke by the Head Master produces a considerable effect upon the school, and I may tell you that the boys are very unwilling to have themselves brought up to me; not that I am severe in my way of punishing them, but that they do not like to fall under my censure or displeasure.

592. (*Lord Clarendon.*) When you are obliged to flog, is it a private flogging or in the presence of the form?—I generally bring the boy into my room or into a class room, and I ensure the presence of the form to which he belongs. The flogging takes place in that way.

593. (*Lord Lyttelton.*) It hardly ever happens?—No.

594. Not once in three years?—I do not think it does.

595. (*Mr. Thompson.*) Not once in three years. That is very rare?—I doubt whether it takes place oftener.

596. (*Lord Clarendon.*) You say, "as a rule, the "Head Master seldom inflicts corporal punishment "himself; in fact, it is considered to be a special "disgrace to be brought up to him for that purpose." Who does it, if you do not?—The masters of the separate forms. They use the cane; but any case of flogging is reserved for me. In the sixth form it is very seldom that I have to punish a boy corporally.

597. Is not the sixth form exempt from flogging?—No, not by any regulation; but even caning is in their case very rarely resorted to; and as to flogging, I have never administered it to a boy in the sixth form. In the sixth form, the boys are very anxious indeed to behave themselves sufficiently well to escape being reported to me as bad.

598. (*Mr. Thompson.*) Have you kept up the same system of punishments as existed formerly?—I think that generally the punishments are slighter in point of severity, and rarer, and that they are administered with greater discretion of late years than they used to be. I think I may say that of the whole school.

599. What has been the result. Has it been beneficial or otherwise?—Very beneficial indeed.

600. What do you think is the effect of over severity?—I think it very bad. I certainly find that the boys have much greater confidence in persons who are not severe.

601. Then I take it that punishment defeats its own end when it becomes too frequent?—Yes, when it is too frequent and when it is indiscriminate.

602. (*Lord Clarendon.*) Do you think that the moral tone of the school has been improved by the punishments being less frequent and severe?—Yes, very much indeed.

603. (*Mr. Vaughan.*) Let me ask you a question about the use of the cane. Is its use general in the school, or only in the lower forms?—The cane is used by the four under masters in the classical school; my assistant does not carry a cane in his hand, but he might if he liked.

604. Do they have a cane in the hand when they hear the lessons, and strike the boy at the time?—They have a cane with them. The punishment generally takes place at the time the lessons are being heard; at the time the offence is given.

605. Are there any limitations as to the mode in which the cane may be used?—No; it is simply left to the judgment of the under masters.

606. Have you ever had occasion to think that from the fact of its being used the moment the offence was given it might have been used in a state of excitement, and that if some time had elapsed the punishment would have been less?—I do not think that has been the case of late years.

607. Caning is an old punishment, a traditional punishment in the school?—Yes.

608. Is it used for idleness?—Yes, for idleness, inattention, talking, very gross and careless mistakes at lesson, and misconduct generally.

609. Have you ever had any complaints from the parents with regard to the use of the cane?—No serious complaint of late years. I am speaking of the last 12 years.

610. Where may they strike; upon the head?—No, not upon the head; upon the back or upon the hand.

611. (*Lord Lyttelton.*) Is it used by one or other of the masters every day, or once or twice a day?—Every day, I dare say. I have a cane myself, but the chief purpose for which I use it is to knock on the desk in order to enforce silence. When I have to cane a boy I am obliged to borrow a cane, my own having generally become too ragged for the purpose by contact with the desk.

612. (*Mr. Vaughan.*) Have you any form that is privileged from corporal punishment?—No form is entitled by any regulation to think so, but if I could not manage my head form without resorting to corporal punishment, I should consider that I did not understand the mere elements of a Head Master's duty.

613. (*Lord Lyttelton.*) You have boys in the school from 16 to 19 years of age?—Yes, but one has immense influence over a boy from 16 to 19 years of age without resorting to flogging or caning.

614. (*Lord Clarendon.*) You say, "In the sixth "form corporal punishments are also very rare, only "frequent enough to remind the boys that they may "take place. If the Head Master's assistant finds a "boy persistently idle he reports him to me, but I "seldom find it necessary to do more than admonish.

" In fact, I have constantly had in view the implan-
" tation of self-respect and honour, and high moral
" and religious principle in the head and sixth forms,
" which may enable them to set a good tone to the
" rest of the school." That is your system?—Yes.

615. Do you find that the boys respond to such appeals?—Yes.

616. And that the system is successful?—Yes, perfectly successful.

617. And that you govern them better by those moral means than you could by any other?—Yes; that sort of tone permeates the whole school. When a boy goes to the sixth form I call him to me, and say to him, "You are now coming under me; I trust " that you will be honest, and a truth teller. I have " no interest whatever, except in your progress. Let " us be on good and honourable terms with each " other," and the boys perfectly understand me. In illustration of the honesty and good tone which prevails among the boys, especially those who are in the highest forms, I may state that they never take advantage of an oversight on the part of the master in reading them a passage for translation which has been done before. I had at the last examination to make three cancels of papers, because some boys stated that they had done one, and some another, and some another. Now that is a much better tone than existed when I was a boy. Of course there is a black sheep occasionally. A boy will tell a falsehood now and then; but I would rather be occasionally deceived than lead the school to understand that I thought I had a set of deceivers about me. I treat them always as perfectly honest.

618. Would the public opinion of a boy's contemporaries in the school be strongly marked against him if he wilfully attempted to deceive you?—I believe it would; in fact, I know that it would be strongly marked.

619. In Numbers 27 and 28, page 31, you say, " The monitors also hear the parts, and look over " some of the exercises of the lowest rank of the " head form in the presence of the Head Master, one " boy being assigned to each monitor. Mistakes are " marked in the exercises, and summed up as the end. " To the summation is appended the monitor's opinion " of the exercises with his signature. This custom has " been very long established in the school, and is " productive of the greatest benefit to the monitors. " It makes them critical, obliges them to look into " many minute points, and thus improves their own " scholarship; and I find that they generally mark " exactly the same sort of inaccuracies and inelegan- " cies which I should have marked myself. They " are of course prepared for the task, for the ex- " ercises which they examine are translations of the " very passages of which they have themselves just " brought up translations of their own to me. And " they act under a sense of responsibility, for I look " over the exercises myself directly afterwards, and " I call them up to justify any criticism I disapprove, " or to account for their omission to mark this or that " mistake. This prevents the boys of the upper " sixth form from experiencing any disadvantage, for " I also call up the owner of the exercise and confirm, " or reverse, or qualify the monitor's remarks, and " make further suggestions myself." I find from this that the monitors look over some of the exercises?—Yes. The monitors look over certain exercises and mark any passage which they consider objectionable. When a monitor has examined an exercise he puts his name to the bottom of it. I then glance over it and call the boy up, when I perhaps say to him, " Bond has looked over your exercise, " Smith, and I agree with his criticism. I should " have marked the same things myself." Or I call up the monitor and say, " Do you mean to " tell me that you find fault with this particular " passage?" He does not like to be found out in marking a fault where there was none, and this makes him more careful in future. Or perhaps I say, " How " is this? You have allowed this mistake to pass."

620. Do you make these remarks in public?—I make them before the form at my desk; they can hear them if they like.

621. Do you think that the scholarship of the upper boys is improved by this system of looking over the exercises of other boys?—Yes, very much; it makes them more critical.

622. (*Lord Lyttelton.*) And do they do it willingly?—Yes, and as a duty attached to their position. As soon as a monitor has said his own part, he takes his seat at the table under me, and calls up the boy allotted to him to say his part and have his exercise looked over.

623. Is this a system which you have personally introduced, or is it an ancient system, which has prevailed here?—It prevailed even further before I came. I have limited it for this reason; that it went down too low, and extended to the prompters as well as to the monitors; that was necessary because my predecessor had too many boys. It has become an institution now. I consider that it is fraught with many advantages to the boys, as I look the exercises over myself also, and give the younger boy his chance by correcting the monitor when he is wrong. I am sure that it does good to both parties.

624. (*Lord Clarendon.*) Do the monitors sometimes take a form?—Occasionally when a master is absent.

625. And with what success?—They hear the boys very nicely indeed; if I see any boy not attending, I walk down to the form, and insist upon proper attention. I find no difficulty whatever in the matter.

626. (*Lord Lyttelton.*) When you say that "the " monitors are responsible for any mischief or mis- " conduct in the school-rooms or cloisters before or " after school, and if they cannot prevent it, are " bound faithfully to represent it to the Head " Master," what course are they supposed to take, seeing that they have no power of punishment; are they bound to attempt to stop it, in the first instance, by speaking to the boys, and if the misconduct is continued, do they then report it?—I should not sanction their caning the boys, or anything of that sort, nor is it supposed that they do administer punishment; but of course if a boy is impertinent, and deserves a thrashing, he gets it; if the monitors did not keep order, I should not allow them to be there.

627. (*Mr. Vaughan.*) In fact, all the authority which is exercised over the boys is exercised by you or by the other masters?—Yes.

628. I suppose that the difference in your monitorial condition, as compared with that of other schools, is partly due to the fact of the boys being less collected here, being only here for a certain part of the day, and not having a play-ground also on the spot?—I quite agree, that if there were a larger play-ground, the monitors would necessarily have greater powers.

629. (*Lord Lyttelton.*) Do you think it desirable to entrust actual coercive powers of discipline to the boys?—I feel very great doubt in saying that I do approve of it; I am afraid that it is more frequently abused than not.

630. Have you had any experience in that respect?—Yes; because we used to be here in the breakfast hour when I was a boy, and I do not think that upon the whole it worked well.

631. Fagging is another practice which does not exist here?—No; it does not.

632. (*Lord Clarendon.*) There is no fagging at all here?—No.

633. (*Mr. Vaughan.*) With regard to No. 33, page 32, you have only one half-holiday in the week?—No.

634. Do you think that that leads to overwork on the part of the boys. Do you thi[redacted]t the boys are

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overworked in consequence of only having one half-holiday in the week?—I do not think that an additional half-holiday would at all hurt the boys; I can speak quite independently upon the question, because I am not necessarily in school in the afternoon myself. I do not think that the boys would be any the worse for an additional half-holiday, or that it would in any degree impede their studies.

635. Do you think that the average hours of work upon other days are less than in other schools?—Yes; I should say that they are somewhat less, but then it should be taken into consideration that many of the boys have to come from a considerable distance.

636. Do you think that having lighter work equalized throughout the week is better than the system of half-holidays?—If you were to give me my choice for the boys, I would sooner take another hour or so in the course of the week, and give them an additional half-holiday.

637. How do you do with regard to the exercises?—I think it is the general system to have the exercises set in such a manner that the boys may have their half-holidays clear. I very rarely set an exercise on an occasional holiday or half-holiday.

638. What time then do they take for doing their compositions?—They do them at night.

639. Do they do them at home?—Yes. On Saturday what I generally set them is something that is not unfit employment for part of Sunday.

640. (*Lord Clarendon.*) I see that the Court gives 20 guineas a year towards renting a suitable ground for cricket; where is that?—At Kennington Oval, at present.

641. (*Lord Lyttelton.*) But that is a long way off?—It is certainly not suitable so far as regards the distance, but we cannot get a ground nearer.

642. (*Lord Clarendon.*) Do the boys go there?—Yes; I have no doubt that they are out there this afternoon.

643. (*Lord Lyttelton.*) When do they go out?—They will be there next Thursday, I have no doubt.

644. (*Lord Clarendon.*) I see you sometimes have football clubs in addition to cricket; is that at the same place?—I think the boys go out to Victoria Park, or where they can, in the winter, for football.

645. Rowing, I suppose, is no longer in vogue?—No.

646. The river is too much crowded?—Yes; I believe that is the reason.

647. I see, in answer 43, page 32, you say, "That "book traces our scholars from the earliest days of "the school, not merely through their university "life, but through their after life generally;" how do you manage that?—I think the book itself will explain; it has not been drawn up for this occasion.

648. Can you add anything to what you said here about moving the school into the country. You say that its removal might be advantageous to some extent, but that, on the other hand, it would totally destroy the objects of the school in its present locality?—I think it would entirely destroy them. For instance, many of the persons who send their boys here could not afford to pay 120*l.* or 130*l.* a year, and they must do that if we took the school even to such a distance as Harrow.

649. Are there many persons who desire the removal of the school?—The newspapers talk of it occasionally; but I think very few of the people who send their sons here wish the school removed.

650. Do the members of the Court who have presentations desire its removal?—No.

651. And the parents do not complain?—They complain that the school is confined, and they want the class rooms improved, and the playground extended; but they have never advised the removal of the school.

652. (*Lord Lyttelton.*) I believe the school is always full?—Yes.

653. That is almost a sufficient answer to the other questions?—I think so.

654. Do you think you have fully described the people who mainly use the school. Have you not a good many of the mercantile class. You have described those whose sons generally come to Merchant Taylors' school as clergy, physicians, surgeons, barristers, solicitors, and others of limited or life incomes. Have you not also a good many of the sons of mercantile men?—Oh, yes; but they are mentioned under the class included in those of limited and life incomes.

655. Do you have many children of tradesmen?—Of tradesmen who do not live in the city. There is an important distinction to be drawn between those who are obliged to live on the premises where they carry on their business operations and those who are in a sufficiently good position to live out of the city.

656. You mean, then, tradesmen of a higher class?—Yes; those mentioned under the words limited and life incomes include several of the higher class of tradesmen.

657. (*Mr. Vaughan.*) I believe it is a matter of fact that boys come here rather younger than they do at other schools?—Perhaps they do; but it is only within the last 10 years that we have limited their age to nine.

658. In looking over the table, I thought I found the case of a boy who came here below seven years of age?—Yes; a boy of the name of Sharpe, who came here when only six years old.

659. (*Lord Lyttelton.*) I thought no boy was admitted before nine?—Not now; but it is only within the last 10 years that we have passed that rule.

660. (*Mr. Vaughan.*) Have you had any opportunity of forming a judgment whether you can educate the boys better when they come very early, at seven or eight years of age, or when they come at about 11 or 12?—I cannot lay down a general rule, that depends so much upon the previous training of the boy.

661. Do you think that your system is one that admits of beginning education as early as seven years of age?—No.

662. You think nine years old quite early enough?—Quite early enough.

663. That is the age you now admit?—Yes; between nine and ten generally. We do not wish to go earlier than that, but boys enter much older, and even up to 13 and 14 years.

664. Have you a good many who come here between the ages of nine and ten?—Yes.

665. Do they generally come at that time quite ignorant of Latin?—No, they must know a little before they are admitted.

666. You require them to know the accidence?—Yes.

667. Do they know much more?—Not when they come at that age.

668. Do you cultivate English prose a good deal here?—As much as I can.

669. (*Lord Lyttelton.*) There are about 10 English essays, I see in the course of the year?—That is in the sixth form, but in the head form there are many more. Besides, there are translations, analyses, writing down notes from dictation, and answering questions on paper.

670. (*Mr. Vaughan.*) Do you think you can ensure the satisfactory cultivation of much original English prose among so many boys so far as concerns the matter of it?—I do not set a great deal of original matter.

671. You carry it down four forms, which is rather more than is common, is it not?—With regard

to anything original we do not carry it down below the head and sixth forms.

672. (*Lord Lyttelton.*) You wish the boys to remain here, at any rate, for four years?—Yes, that is the least time that I wish a boy to be under our charge.

673. What age do you expect him to be before he leaves?—I expect him to remain, at any rate, until he is 15.

674. Do the great majority of the boys remain as long as that?—They generally remain from three and a half to four years.

675. (*Mr. Vaughan.*) Have you much translation of Latin and Greek into English prose?—A very fair amount.

676. In choosing passages for translation, do you choose them for their difficulty chiefly, or from their aptitude to be rendered into good English prose?—I take the passage as it comes, not from its difficulty; it is quite accidental. But it is a different thing when I select a passage to be turned into Latin or Greek verse; I then consider carefully whether the passage is capable of being rendered nicely.

677. I perceive in some of the forms that there is a variety in the exercises you seem to insist upon. You take alternately an exercise from the exercise book and then from a well-known English author?—Are you speaking in reference to the sixth form?

678. No, a little lower down than that?—We have two sorts of exercises, one from Arnold's Latin prose, and one from some English author, and the reason of that is, that Arnold's Latin book is so very unsatisfactory.

679. Do boys do the exercises from an English author with more spirit?—Arnold's book is very inefficient. It gives you simply fragments of sentences, with very little arrangement. In a continuous passage from an English author you generally get a much better translation.

680. Is it a tradition of the school, or is it your own choice that you have no English poetry repetition in the school?—We never have had it, and we should scarcely have time for it. I have no feeling against it myself, and would rather have it if I could.

681. Let me ask you a question about committing the Articles to memory, I think you do that rather early; I mean the Articles of the Church of England. Do you do it upon any principle, or is it an old exercise in the school?—The learning of the Articles by heart, and the study of the Articles at all, was introduced by me when I came here seventeen years ago. My reason was this, that I had found it such hard work for young men when they went to the university to begin the Articles for the first time. I had found they often went there without any definite instruction as to the principles of the Church of England. I therefore determined that they should learn the Articles, which I knew would be easily learnt by a school boy, but were hard to be learnt by men at the university.

682. (*Mr. Thompson.*) Do you have the Articles learnt in English or in Latin?—In English; but in commenting upon them I frequently refer to the Latin version as of co-ordinate authority.

683. (*Mr. Vaughan.*) I see in your *resumé* of what has been done in former years, there is a great deal of Catullus in one year; how do you manage with an author of that stamp? One can easily understand why such an author should be read, but how do you manage the extreme difficulty with regard to his obscenity?—All the particular odes that I have selected are comparatively free from that blemish.

684. Do you put your hand on a particular ode, and say, "Do not read this, read that"?—Some of his odes no doubt are very bad, but we take for instance his first or second ode one day, and then possibly the next day we take the 11th ode.

685. Do you give any reason for passing over the others?—I give no reason whatever, but of course the boys understand why they are passed over.

686. Do you think the boys do not read them?—I think the gross odes of Catullus are so gross, and the Latin so hard, that even if they had the bad taste, they would hardly take the trouble.

687. (*Lord Lyttelton.*) The impure parts are not always mixed in the same ode?—Not always, for some of the odes are as pure as anything pagan can be.

688. You think they do not read the objectionable odes?—I do not think they do.

689. (*Mr. Thompson.*) I believe there is an expurgated edition of Catullus?—Yes, I believe there is. I know there is an expurgated edition of Aristophanes, which we use. Catullus we read very seldom.

690. (*Mr. Vaughan.*) I admit that Catullus' odes are extremely beautiful, but the great difficulty is how to manage when you have so many thorns in your path. What do you think is the result upon the boys' minds with regard to the objectionable parts?—I do not think they are very injurious. I think the boys are disgusted with the filthiness. There is certainly nothing to fascinate in it. But, as I have said, I do not believe that they read the worst odes at all.

691. Do you think it is a difficulty in classical education that there must invariably be a sort of initiation into corrupt things?—I think the same evil applies to all sorts of education. Take an English education. You read Swift, or some author of that kind, for his style; but you will find passages in his works of a very objectionable character.

692. I only wish to have your opinion whether you think a boy's mind gets contaminated, or whether he throws off the contamination in any way?—I believe that it is thrown off entirely, and I think that the boy who could be contaminated by the bad passages in Catullus would find sources of contamination altogether independent of his school studies.

(*Mr. Thompson.*) There are some very gross passages in Lucretius.

693. (*Lord Lyttelton.*) The more refined authors are the more dangerous. Ovid, for example, is much more dangerous?—I think there are passages in Ovid much more injurious than anything that Catullus has written, and for the reason you have mentioned.

694. (*Mr. Vaughan.*) With regard to the effect of seducing the mind, no doubt they are, but not as to depraving it?—Shakspere himself has very objectionable passages, which occur when we least expect them; but we do not therefore forbid the perusal of his works.

MERCHANT TAYLORS'.

Victoria Street, Thursday, 18th December 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART.
HON. EDWARD TWISLETON.
REV. W. H. THOMPSON.
H. HALFORD VAUGHAN, Esq.

THE EARL OF CLARENDON IN THE CHAIR.

W. Baker, Esq.

18 Dec. 1862.

W. BAKER, Esq., Probationary Fellow of St. John's College, Oxford, called in and examined.

695. (*Lord Clarendon.*) How long were you at Merchant Taylors' school?—Ten years.

696. At what age did you go there?—At eight.

697. Did you go from there to the university?—Yes.

698. To St. John's?—To St. John's.

699. How long have you been there?—Two years and a half.

700. Were you living in London at the time that you were at Merchant Taylors' school?—Yes, I lived in London, and went home from the Saturday to the Monday to get the fresh air and so on.

701. (*Lord Lyttelton.*) Every week?—Yes.

702. (*Lord Clarendon.*) Did not you go home every day?—No.

703. Not at night?—No.

704. Were you in a boarding-house attached to the school?—Not attached to the school. There are certain ladies who keep houses specially to receive the boys at Merchant Taylors' and St. Paul's, and other of the city schools.

705. They are not considered, then, to be in connexion with the school?—No; there is no connexion with the school.

706. The school has nothing to do with them, and does not assume any authority in these houses?—No.

707. (*Lord Lyttelton.*) Nor any responsibility?—No.

708. (*Lord Clarendon.*) There is no report made to the school with respect to the boys who are in these houses?—No, none.

709. Any disorder or rows in the houses were entirely managed by those who kept the houses?—Yes.

710. You used, from this house, to go to the school every day?—Yes.

711. Did you stay in the school the whole day, or did you go back to the house for luncheon?—I went back to the house for luncheon.

712. How much time was allowed for that?—An hour.

713. Was the monitorial system at all in existence at Merchant Taylors'?—The power of the monitors was very limited. They merely were responsible for order in the school whilst the masters were not there.

714. (*Lord Lyttelton.*) Nothing out of the school?—No.

715. (*Lord Clarendon.*) In short, they were responsible for nothing more than order in the school?—Nothing more.

716. Had they to see that the boys were there?—No.

717. Were there lists called over in the school in the different classes?—The head boy of each form used to make out a list of those absent and take it up to the Head Master.

718. There was an absence list?—Yes; an absence list made in each form.

719. And that went as a matter of course to the master?—Yes; it was given in to the master of the form itself; and the Head Master as well.

720. Who dealt with the cases as they thought proper?—Yes.

721. Had the monitors any power of inflicting punishment?—I never knew them do so entirely on their own responsibility.

722. (*Lord Lyttelton.*) Were they supposed to have it. Did the masters give them any such power?—They always brought any case before the master before they inflicted punishment.

723. (*Lord Clarendon.*) There was no play at the school, was there. There was about six hours of school time, I think, was there not?—Five hours and a half.

724. And there was one hour for luncheon?—Yes.

725. (*Lord Lyttelton.*) The playground is about the size of this room, I believe?—It is very small, but larger than you describe.

726. (*Lord Clarendon.*) It was scarcely made any use of, was it?—Very little indeed.

727. You had a cricket ground?—Yes.

728. That was at Kennington, was it not?—It was at different places every year; wherever we could get it.

729. Was there much cricket at Merchant Taylors' school?—Yes; I think there was as much as our time would allow.

730. At what hour in the afternoon did the school break up?—At a quarter to four.

731. And it met at nine?—At a quarter past nine. There were five hours and a half of school in the day, from a quarter past nine till a quarter to one, and from a quarter to two till a quarter to four.

732. Was there any fagging?—No.

733. (*Mr. Vaughan.*) What distance did you live from the school?—In the next lane but one, Laurence Pountney Lane.

734. I mean at home?—23 miles.

735. (*Lord Lyttelton.*) You went by railway?—Yes.

736. (*Mr. Vaughan.*) Was the reason of your lodging in one of those boarding-houses on account of the distance you would have to go home?—Yes.

737. Was that the reason of most of those who lived in the lodging houses taking up their abode there?—Yes.

738. Were there many who came from anything like that distance?—No, I think not very many in the school.

739. Not many boarders?—No; most of the boys lived in London (I do not mean in the city) or a few miles out.

740. Were there any who lived in London actually or within a few miles out, who boarded in those houses?—Very few, and these quite little boys. The rest would go there between the hours of school, and have dinner or luncheon.

741. Then you think that all who boarded there did so because otherwise they would have to go back to the country?—Yes, I think nearly all.

742. What is the reason for the great variety of charge in those boarding houses?—I hardly know.

743. In what way was the discipline kept up in the houses, quiet preserved, bullying prevented, and so forth?—The person who kept the house would see to that.

744. The lady?—Yes, or one of the senior boys there.

745. (*Lord Lyttelton.*) They were not called "dames," were they?—I believe they were sometimes.

746. (*Mr. Vaughan.*) Was the senior boy vested with any authority for the purpose?—No, but his school position gave him influence.

747. Was the order which was kept very good?—Yes, where I was.

748. How many boys were there in that house?—They varied from time to time. There were about five, I think, who slept there, and about 20 who dined there.

749. Then they received many more to dine than to lodge?—Yes.

750. (*Mr. Twisleton.*) Had the senior boys any authority over the other boys?—There was no special authority given them.

751. There was no recognised system of fagging?—No, none at all.

752. In fact, they were all on a footing of equality?—Yes, as far as any specially conferred authority goes.

753. (*Mr. Vaughan.*) I suppose that the boarding system was so far known and recognised by the school that there was a permission given on the part of somebody—the Merchant Taylors' Company or somebody—to these persons to open these houses, or was it entirely ignored by them?—The masters were perfectly aware of it, and would recommend boys to go there.

754. (*Lord Clarendon.*) Did each of the boys in these houses have single rooms?—No.

755. How many were there in a room?—There were four in one large room where I was.

756. They were all boys of Merchant Taylors' school?—Merchant Taylors' and St. Paul's.

757. (*Lord Lyttelton.*) Was it understood to be meant for those two schools exclusively. Were there any of the City of London School there?—There were none where I was.

758. (*Lord Clarendon.*) Was a single room desired by the boys?—I do not think so.

759. Was there any common room where they could meet, or that they had for reading or for study?—Yes.

760. Besides the bedrooms?—Yes.

761. Was there a great deal of reading in the evening, or preparing for schoolwork?—There was a certain amount, but not too much, I think.

762. When you went there of an evening at a quarter before four, how did you spend the rest of the evening?—We generally went out for a walk to get a little fresh air after the school, then came in to tea, and then worked in the evening.

763. Did you go to the play much?—I went now and then.

764. There was nothing to prevent your going to the play; you might do just what you liked of an evening?—No; they would not let you go unless you were a certain age and could be trusted.

765. Who would prevent you?—The lady who kept the house. She would be responsible for all this.

766. To the parents?—Yes.

767. (*Lord Lyttelton.*) Had you a good deal of work to do in the evenings for the next day?—In the higher parts of the school.

768. You were obliged to prepare over-night for the next day?—Yes.

769. (*Sir S. Northcote.*) Was there anything to prevent your staying out very late or all night. If a boy had stayed out all night, would he have been reported, or would any steps have been taken?—I should think so. I never knew such a case.

770. Was there any special hour at which boys were required to be in?—No.

771. (*Lord Lyttelton.*) Are all these houses kept by ladies?—Some of the masters of the school take boarders themselves.

772. (*Mr. Twisleton.*) Which are the most resorted to, those that are occupied by the ladies you mention, or those kept by the masters?—I fancy those kept by the masters.

773. (*Mr. Thompson.*) Did this lady make a profession of letting her apartments for these purposes? Was she married?—No; she was a widow.

774. She was supposed to make that her principal means of support?—Yes.

775. Was the house a commodious one?—Yes.

776. (*Lord Lyttelton.*) Were they fixed charges; were they all the same?—No.

777. She made her own bargains with the parents?—Yes, I believe so, according to the ages of the boys, or the parents' circumstances.

778. (*Mr. Thompson.*) Was there room for a larger number of boys than you mentioned in the house, or was the house considered to be full?—There was room for two or three more.

779. Only, for a limited number?—Only for a limited number.

780. (*Lord Clarendon.*) Were you satisfied with the quantity and quality of the food that was given you?—Yes.

781. It was good, was it?—Yes.

782. (*Mr. Vaughan.*) Did those boys who were boarders, and not lodgers, take more than the mid-day meal?—No, only the mid-day meal.

783. (*Lord Lyttelton.*) Were you in the same house through the ten years?—Yes.

784. (*Mr. Thompson.*) Supposing you had been dissatisfied with the accommodation, would there have been anything to prevent your removing to the house of another dame or a master?—No, nothing.

785. (*Mr. Vaughan.*) Was there much time lost by those boys who went home in London in going to and fro?—I should think so.

786. (*Lord Clarendon.*) They were all obliged to be at the school at the appointed time. There was no liberty given to them to be away longer?—No; they were all obliged to be there at the appointed time.

787. (*Mr. Thompson.*) Was there any perceptible difference in the scholarship of those who resided in the boarding houses and those who resided at a distance?—No, I do not think so.

788. (*Lord Clarendon.*) Had you a private tutor when you were in the school?—No.

789. No assistance whatever from private tuition?—No, none at all.

790. But you learnt what was learnt in the school?—Yes.

791. (*Lord Lyttelton.*) Had none of them private tutors?—I believe one or two had.

792. (*Mr. Thompson.*) It was only in special cases and for a short period, was it?—Yes.

793. (*Lord Devon.*) Were those private tutors masters of the school or strangers?—Strangers I should think.

794. (*Lord Lyttelton.*) You were allowed to get whom you pleased?—I suppose so.

795. (*Lord Clarendon.*) I suppose they did work with their tutors after the school hours were over?—Yes.

796. Was there anybody in the house where you were who had a private tutor?—No.

797. So that the whole of the instruction that you got at Merchant Taylors' school was given in the school hours, which were about five hours a day?—Five hours and a half.

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798. Should you say that there was about an hour's preparation of an evening?—Two or three hours in the higher parts of the school.

799. Out of school?—Out of school.

800. That was necessary for the work to be done in school?—I do not know that so much was absolutely necessary. Some took less. I have perhaps named the outside.

801. (*Lord Lyttelton.*) Did they do their exercises in school or out of school?—Out of school.

802. Some took longer than others?—Quite so.

803. (*Mr. Vaughan.*) How many hours consecutively were you at work between nine o'clock in the morning and four o'clock in the afternoon?—We were in school for three and a half hours in the morning and two hours in the afternoon.

804. The whole of that three and a half hours, and the whole of the two hours in the afternoon would be spent in study?—Yes, with the exception of about ten minutes, when we went into the cloisters.

805. Did you find that fatiguing?—No, I did not find it so.

806. (*Lord Clarendon.*) There was no fagging there, was there?—No.

807. (*Mr. Thompson.*) You would say, on the whole, it was a hard working school, would you not?—I think so.

808. As regards the upper part of the school at least?—Yes, I should think so.

809. (*Lord Clarendon.*) Was there any religious instruction given to the boys at Merchant Taylors' school?—Monday morning was devoted to it.

810. What kind of instruction was given?—In the higher part we read Greek Testament, and had notes given us by the master; and we learnt the Articles and had notes upon them. On Saturday evening we used to prepare an essay on some Scriptural subject,—the lives of different people, or on the evidences of Christianity, or matters of Christian doctrine, &c.

811. (*Mr. Thompson.*) On Saturday evening?—It was set on Saturday, to be prepared for Monday morning.

812. (*Lord Lyttelton.*) Did all the boys do that?—In the head form. In the lower forms they would learn their collects or their catechism.

813. (*Lord Clarendon.*) Do you mean the sixth and fifth forms?—The highest form consists of the monitors, prompters, and eight more boys of the upper sixth form; then comes the sixth form. By lower forms I mean all below the sixth.

814. Did they do these Scripture lessons with the Head Master?—Yes.

815. Did he accompany the reading of the Greek Testament with comments, and did he ask questions upon it?—Yes.

816. On the subject more than on the Greek?—On both.

817. What was the religious instruction given to the lower part of the school. You say you went there when you were eight years old. What care was taken to give you religious instruction then?—We read a good deal of Scripture, and we had to learn the collect, and I think in the higher parts we learnt the gospel, and we would construe the gospel in Latin. Higher up we read the Greek Testament.

818. (*Lord Lyttelton.*) You mentioned the catechism: did they do that with the younger boys?—Yes, I think they did the Church Catechism in the lower part,—in the lowest class of all. In the higher classes they did Sinclair's Catecnism, and they construed the Church Catechism in Latin and Greek.

819. Did they explain it while it was going on?—I do not think it was explained beyond what was there—in Sinclair's Catechism.

820. (*Mr. Thompson.*) Was Sinclair's Catechism an old book or a modern one?—Mr. Sinclair is the present Archdeacon of Middlesex. His Catechism was first published about 20 years since, but has been frequently revised.

821. You did not use Nowell's Catechism?—No.

822. (*Lord Lyttelton.*) How much time was given to it in the lower part of the school?—The whole of Monday morning.

823. (*Lord Clarendon.*) Were any boys prepared for confirmation?—Yes. They are prepared every year by Dr. Hessey himself.

824. Was much pains taken?—Yes; a great deal.

825. In what way was the preparation conducted?—He would have the boys two or three times a week for several weeks beforehand.

826. (*Lord Lyttelton.*) In a class?—Yes.

827. All the boys?—Yes; he had them altogether.

828. (*Lord Clarendon.*) Did he send for any of them individually?—Yes. Just before the confirmation he would speak to each one.

829. To ascertain their fitness for it?—Yes.

830. Did you ever know that a boy who was to be confirmed was not allowed to be confirmed in consequence of not being in a fit state of preparation?—I do not remember any case of a boy being refused.

831. (*Lord Lyttelton.*) Was Dr. Hessey Head Master the whole of your time?—Yes.

832. (*Lord Clarendon.*) The boys invariably, I suppose, receive the sacrament after they have been confirmed?—Yes.

833. Where did they receive the sacrament?—In Gray's Inn Chapel.

834. Why is that. Is there any particular connexion between Gray's Inn Chapel and the Merchant Taylors' School?—No; only Dr. Hessey is the preacher there, and he is anxious to administer the sacrament to the boys himself first, and he always prepares them specially for it after the confirmation.

835. (*Lord Lyttelton.*) It is the first communion after confirmation. They go there, of course if they choose to go?—Yes.

836. They do not go afterwards?—No.

837. Used they generally all to go on that occasion?—Yes.

838. But it was quite optional; or was it understood that they were to go, and did the parents expect them to do it?—It was Dr. Hessey's wish.

839. (*Lord Clarendon.*) Did Dr. Hessey make any inquiries afterwards whether the boys were regular attendants at the communion table when at their own homes?—I am not aware that he does so regularly and formally, but I know that he omits no opportunity of influencing them for good in this and other ways.

840. (*Mr. Twisleton.*) I observe that at present there are two boarding houses, one with 22 boys and another with 25. In your time were there so many boys?—Not so many actual boarders. There might have been 25 sit down to dinner, but certainly never so many as that boarding where I was. But there were other houses.

841. (*Lord Clarendon.*) How many Greek plays did you read?—Eight or nine, I think.

842. Is that about the average number that was read?—Yes, I think so.

843. (*Lord Lyttelton.*) By the boys before they had left, you mean?—Yes.

844. Which were they; any one of the Tragedians rather than the others?—Æschylus and Sophocles rather than Euripides; but we read one or two plays of Aristophanes also.

845. (*Lord Clarendon.*) What do you think was the chief stimulant to work at Merchant Taylor's. Was it the desire to be well placed in the school, or ambition to gain the prizes or the exhibitions?—I think the chief stimulant in my time was to work up to be able to get one of the probationary fellowships of St. John's.

846. Did you get one?—Yes.

847. (*Mr. Twisleton.*) How many vacancies will there now be at St. John's yearly?—I believe there will be three scholarships.

848. At the value of how much a year?—I understood at first they were to be 100*l.* a year, but I heard

the other day that they would be about 80*l.* for the present.

849. (*Lord Clarendon.*) Was there much intercourse between the Head Master and the boys, or the other masters and the boys?—There was not very much opportunity for them, but I believe that there was every encouragement given to induce assiduity.

850. Was there any encouragement given to a boy who was likely to do well. Did the master interest himself about his work?—I think they all took a special interest in those who took the most trouble, those who showed the greatest interest themselves.

851. And not so much pains with those who were rather idle?—I do not think they could take so much interest, but no one was neglected for the sake of a few forward boys.

852. (*Lord Lyttelton.*) I suppose the boys could not help each other much, from the system there. They did not do any work together out of school, did they?—No; not much out of school.

853. (*Mr. Vaughan.*) Boys acted in a certain degree in the capacity of tutors to each other, did they not. Were not boys appointed by the Head Master to look over exercises?—Yes; the monitors and prompters looked over the exercises of the sixth form, and then put their marks, which underwent the Head Master's inspection afterwards.

854. Do you think that that had a good effect on the scholarship of the upper boys?—I think it had.

855. Were their corrections treated with respect by the lower boys—the boys whose exercises they looked over?—Yes.

856. That was the form very near to themselves in point of rank?—Yes.

857. What was the precise interval between the one class and the other in that case. How many classes intervened?—No classes intervened.

858. It was the very next form?—Yes, the next form.

859. Was there any great difference between the work of the one form and the work of the other?—No; their exercises were generally the same when this system was carried on.

860. Do you think that they were competent generally, under those circumstances, to correct the exercises of boys so near them, and also to look over the rest of their work?—I think that they were competent, but it must be distinctly understood that the exercises were always looked over again by the Head Master afterwards. This system was somewhat altered before I left the school. Originally the Head Master had both the head form and the sixth form under his personal care; but he afterwards had an assistant, to whom he intrusted the sixth form, and who looks over all the work of that form, and teaches them everything except Hebrew. The Head Master has since that arrangement confined himself to the head form, consisting of the monitors, prompters, and eight boys called the upper sixth. He looks over the exercises and hears the parts of the monitors and prompters himself. The monitors hear the parts and look over some of the exercises of the upper sixth form, the Head Master taking the remainder, the essays for instance, but in all cases revising the monitors' marks of the upper sixth form boys.

861. (*Mr. Thompson.*) You never wrote an exercise that was not looked over, or scarcely ever?—Scarcely ever; it was by accident if it was not.

862. What did the exercises consist of chiefly. What was the character of the exercises?—Latin and Greek composition chiefly, essays, translations from books into English prose, and every now and then a critical paper.

863. Original, and translation?—Yes, nearly all was translation from English into Latin and Greek.

864. In verse as well as in prose?—Yes.

865. Do you think the verse composition of the school was good?—Yes, I think it was.

866. Both in Latin and Greek, or chiefly in Latin?—Chiefly in Latin.

867. You did not make so much progress in Greek iambics?—I do not think my own were equal to my Latin verse.

868. Was Greek prose cultivated at all?—Yes, we did Greek prose composition.

869. Did you read many Greek prose authors. You mentioned eight or nine Greek plays. Did you read a large number of Greek prose authors?—We read Thucydides and Herodotus occasionally.

870. Not the whole, I suppose?—No; particular parts.

871. Demosthenes?—Yes, we read Demosthenes.

872. Any of the philosophers?—No.

873. Was there a feeling that the course you went through was designed for either of the universities specially, for Oxford or for Cambridge, or was there any difference made with boys who were going to Cambridge?—No; there was no difference made with respect to the classical instruction.

874. With regard to mathematics, boys who went to Cambridge perhaps would do a little more than those who went to Oxford?—There was no actual difference made.

875. The mathematical teaching you consider was effective?—Yes, I think so.

876. Do you remember how far you yourself advanced while you were at the school?—Yes; I read Euclid, trigonometry, conic sections, differential and integral calculus, mechanics, and optics.

877. Have you continued your mathematical studies at Oxford?—No.

878. (*Lord Lyttelton.*) Was not a considerable part of every day given to mathematics?—The afternoon was always given to mathematics.

879. (*Mr. Vaughan.*) It was the case, was it not, at Merchant Taylors' that in the afternoon no classics were done?—Yes.

880. Would you not have been a long way towards a first class in mathematics if you were doing those subjects well?—Yes; but I thought it would be a risk to try for double honours.

881. (*Sir S. Northcote.*) Do many of the Merchant Taylors' men take mathematical honours at Oxford?—Occasionally.

882. Not in greater proportion than their classical honours?—No; classical honours predominate.

883. There is not so much pride taken by the school in mathematical as in classical distinction?—I think not.

884. (*Mr. Twisleton.*) You have had wranglers at Cambridge within the last few years?—Yes.

885. It appears that there was a wrangler this year, three wranglers last year, and one wrangler in each of the previous years?—Yes.

886. So that it does tell in the honours?—It does tell in Cambridge very much, I think.

887. May I ask what honours you took?—I took a first class in moderations in classics.

888. (*Mr. Thompson.*) You have not been able to go out in a final examination?—No, I am not yet of sufficient standing.

889. (*Mr. Vaughan.*) Did you drop the mathematics from a feeling at all that although you were high in classical reading, there were others more advanced in classics from other schools?—No; I dropped them principally because I did not like them; and also, as I said just now, because I thought that my classical first would have been risked had I taken up mathematics as well.

890. (*Mr. Thompson.*) Were you able to follow the instruction you received without difficulty in such subjects as the integral calculus?—I think I went through them rather too fast.

891. (*Lord Lyttelton.*) Did it occur to you while you were there that there were masters enough for the numbers which they had to teach classics?—I should think there were.

892. It never appeared to you that any boys were neglected, or did not have teaching enough from the masters?—No; I think all were sufficiently looked after that tried to get on themselves.

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893. Do you remember the proportion of masters to boys in your time: one master to how many boys?—There were 260 boys, and there were four under masters, or five with the Head Master's assistant; so that there were six classical masters in all.

894. (*Mr. Vaughan.*) When you were at school, did you feel any regret that so much time was forced upon you for mathematics, and that you would willingly have given it to classics instead?—I should willingly have given part of my mathematical time to classics; but then I have no doubt that others would rather have given some of their classical time to mathematics.

895. I was asking only as to your own case?—Yes, in my own case I should.

896. (*Mr. Twisleton.*) Do you now regret having had so much mathematics, or do you think they have been of use in the training of your mind, although you did not like them?—I think it has been of use.

897. (*Mr. Vaughan.*) You also all learnt drawing, did you not?—No, not throughout the school; it was only in the higher parts, I think.

898. Did all or most of the boys in those higher parts take to that with pleasure, or did they look upon it as irksome?—I do not think many of them took much pleasure in it, but here again I am perhaps only judging from my own feeling.

899. (*Lord Clarendon.*) I think we saw some good drawings there?—Some of them were good; but it was not optional to take in drawing.

900. (*Mr. Thompson.*) Had you an impression that you were overworked in school hours at all?—No.

901. You had sufficient leisure for recreation?—Yes.

902. (*Mr. Vaughan.*) There were given in the week to drawing how many hours?—One hour a week for each boy; no boy more than one hour; two afternoons a week the drawing master came.

903. You had been, you say, ten years at the school; how many years had you been learning drawing for an hour a week when you left?—I think it was about two years, or a year and a half.

904. (*Lord Clarendon.*) Have you kept it up at all?—No.

905. (*Mr. Twisleton.*) Do you regret having learnt the little you did?—I think it was an hour wasted, with me at all events.

906. (*Lord Clarendon.*) Did you pay any attention to modern languages while you were there?—No, not every much; I got a grounding in French.

907. Was that obligatory?—Yes.

908. French, not German; German was not taught at all?—No.

909. How many hours a week were given to French?—Two hours a week.

910. Was there a master who came there for the purpose?—Yes.

911. How were they taught; in classes?—Yes.

912. According to the school classification?—According to the school classification in classics.

913. Did you know any French when you began?—No, none at all.

914. Do you consider that you went away grounded in French, with a good grammatical knowledge of it?—I went away with enough to be useful to me.

915. Would you have been able when you went away to have read a common easy French book?—With the aid of a dictionary.

916. But not without?—I might have caught the sense, I think.

917. Could you have read Thiers' History of the Empire tolerably easily?—No, I think not.

918. (*Lord Lyttelton.*) Were you taught the pronunciation?—Yes.

919. (*Mr. Vaughan.*) When you say with the aid of a dictionary, how many times in an octavo page would you have to look at it; take Gil Blas?—Three or four times.

920. (*Lord Lyttelton.*) Do you think that that would be the average that most boys would have arrived at, at the school?—Yes; I should think that would be about the average.

921. (*Mr. Vaughan.*) When you said you would be able to make out the meaning, did you mean by that, you were not so perfect with the grammar, but that you were obliged rather to guess the construction of the sentence?—No; it would be for the words.

922. (*Lord Lyttelton.*) You did not learn to speak, I suppose?—There was occasionally some conversation which went on between the master and the boys.

923. (*Mr. Thompson.*) But on the whole, proficiency in French was not thought much of in the school?—No, I think not.

924. (*Lord Lyttelton.*) Were there prizes and rewards for it?—Yes.

925. (*Lord Clarendon.*) Was there a good deal of private reading amongst the boys at Merchant Taylors'?—A fair average amount, I think.

926. (*Lord Lyttelton.*) They did read occasionally in the boarding-houses of an evening?—Yes.

927. (*Lord Devon.*) Were there libraries in the houses kept by these ladies?—No.

928. (*Lord Clarendon.*) Did you learn any modern history or geography?—Yes; I learnt both.

929. In the school or by private reading?—In the school.

930. What books did you read in modern history?—We read English history.

931. Whose English history?—English history published by the Christian Knowledge Society.

932. (*Mr. Thompson.*) A little book?—Yes.

933. Was that all the history you read?—Yes; that is the only history we used in the lower parts.

934. But in the upper parts of the school was there no systematic course of history?—No; there is no systematic course of history there. There is a history prize for all; there is a certain amount of English history to be prepared.

935. (*Lord Lyttelton.*) Modern history and geography are a regular part of the school work?—Yes.

936. Could a boy get up in school without knowing them?—Yes.

937. It did not interfere with his promotion?—It would affect his place in his class, but if he was good in other branches he would get on well.

938. (*Mr. Thompson.*) There is a considerable library belonging to the school, is there not?—Yes.

939. Is that accessible to the boys?—It is accessible to the head form.

940. Is it largely used by them?—No, not very largely, because the monitors and prompters had collections of books of their own.

941. (*Lord Lyttelton.*) Did they take the books out?—Yes, by applying to the Head Master.

942. Did the boys bring books from home to these boarding houses?—Yes.

943. Books of general reading, I mean?—Yes; I think so.

944. (*Mr. Twisleton.*) Did you learn Hebrew there?—Yes.

945. How many years?—About four years, I think. We began Hebrew in the sixth form.

946. How far did you go. What had you read when you left?—I had a good grounding in the grammar and had read a good deal of the Bible.

947. Is there not an exercise of translating the Psalms into Hebrew?—Yes.

948. You found it useful?—Yes.

949. (*Lord Lyttelton.*) Have you retained what you learnt there?—Yes.

950. Have you kept it up at Oxford?—I kept it up a little my first year. I have dropped it lately, but I intend to return to it.

951. What was the grammar; was it Buxtorf's?—No; Bythner's grammar.

952. (*Mr. Thompson.*) That is earlier still, is it not?—No; later than Buxtorf's. I should mention that the edition of Bythner that we used was quite a recent one, edited by Dr. Hessey, and, as far as my experience has gone, I should consider it the grammar best suited for beginners of the study of Hebrew.

953. (*Mr. Twisleton.*) Was Gesenius's grammar ever used?—Yes.

954. It is the case at Oxford, is it not, that many who have been at Merchant Taylors' get prizes for Hebrew scholarship?—Yes, a great many.

955. Do you intend to be a clergyman yourself?—Yes.

956. It is found very useful, is it not, for those who intend to become clergymen?—Yes.

957. (*Lord Clarendon.*) How do you find you stand now at Oxford with respect to scholarship and classical attainments, as compared with young men from other great schools, such as Eton, Harrow, and Winchester; do you find yourself worse, better, or as well prepared?—I think, as well prepared.

958. (*Lord Lyttelton.*) The school does not appear to stand at a disadvantage with other schools?—No, not at all.

959. (*Lord Clarendon.*) You think, generally speaking, the boys from Merchant Taylors' School bring up as much knowledge, and are as well prepared as those from other schools?—Yes, I think so.

960. (*Lord Lyttelton.*) Was their composition as good, do you think?—Yes; their verse composition, I think. In the long vacation there is generally more original composition set, and prizes given; for instance, there would be a Latin verse poem on an original subject, or an English essay.

961. (*Lord Clarendon.*) As the result of your experience, reflecting on the manner in which your time was passed there, is there any change in the system of instruction at Merchant Taylors' School which you think would be advantageous?—No; I cannot suggest anything.

962. I suppose you would think some alteration might be made as to the drawing where there is no aptitude for it?—I think that might be made optional.

963. (*Mr. Thompson.*) Would you diminish the quantity of mathematics?—No, I think not.

964. Do the majority of Merchant Taylors' boys who go to Oxford turn out what are called reading men?—I think the majority do.

965. Those who go to St. John's generally do?—Yes.

966. (*Lord Lyttelton.*) Probably most of them are intended for one of the learned professions?—Yes; most of them.

The witness withdrew.

JAMES R. THURSFIELD, Esq., Scholar of C.C.C., Oxford, called in and examined.

J.R. Thursfield, Esq.

967. (*Lord Clarendon.*) How long were you at Merchant Taylors' School?—Rather more than seven years.

968. Were you living in London or in the country?—I was boarding in London and living in the country.

969. At what distance?—For about five years I was living in Worcestershire.

970. Did you go home of a Saturday night?—I was boarding in Doctors' Commons for five years. After that I lived with my mother in lodgings at Highgate, and used to go home every night. For six months before I left school I was boarding at Wimbledon, going up to London every day.

971. (*Lord Lyttelton.*) It was while your home was in Worcestershire that you boarded in Doctors' Commons?—Yes; for five years.

972. (*Lord Clarendon.*) When you boarded in Doctors' Commons, was that at a friend's house, or was it one of the boarding houses which used to take in boys from St. Paul's and Merchant Taylors'?—There were four or five boys taken in from Merchant Taylors'. A married lady, sister of one of the under masters, took boarders, and her brother, the master, lived with her in the house.

973. How many were there; about four or five?—I think never more than seven.

974. All of them boys of Merchant Taylors'?—Yes.

975. Did you use to have single rooms there?—No; three or four in the same room.

976. That was not objected to. You did not wish for single rooms?—No.

977. Was there any room in which the boys could study apart from the bed-room?—The elder boys were allowed to be alone while they were studying.

978. Was there a room for them, do you mean?—They were allowed to go into any room that was vacant.

979. For purposes of study?—Yes.

980. Was there a good deal of preparation for school work?—Yes, a good deal in the evening; I should think there was at least two hours' work on an average; not quite so much, possibly, with the younger boys.

981. That left you a good deal of time from the time you left school. I suppose you were back in the boarding house about four?—A little after four, I think; when I was there the school broke up at four, so it would be nearly half-past four when we got back.

982. How was your evening spent in general?—When I was there I was young. We used to go to bed at 10. We had dinner at five; after which, in summer, we amused ourselves for a short time. Occasionally we used to go out, and work began between six and seven, and by the time the work was well over it was nearly time to go to bed.

983. Did anybody look over your work at all?—The master of the school, who was in the house, occasionally looked it over, but not generally.

984. Might you have gone out wherever you liked; might you have gone to the play?—No; that was not allowed by the lady who kept the house, unless we went with friends.

985. Supposing you got out and did not return till late at night, what course would she have pursued?—I do not recollect a case where such a thing did occur. I think she would have communicated with the parents at once, or with the Head Master.

986. (*Lord Lyttelton.*) You considered yourself entirely under her direction as to all your conduct?—Yes.

987. (*Lord Clarendon.*) Did the eldest boy in the house exercise any authority over the others?—A slight supervision. A certain amount of confidence was placed in him by the lady.

988. (*Lord Devon.*) There were other boarding houses of a somewhat similar character, were there not?—Yes, several.

989. In each of these houses did a master reside?—Not necessarily.

990. It merely happened in this instance from the family connexion?—Yes.

991. (*Sir S. Northcote.*) He did not exercise any authority in the house, did he?—Occasionally; but if I recollect right, nothing that occurred in the house was ever noticed by him in school.

992. Were there any offences in the house that were punished in any way?—Yes; the lady's husband occasionally punished the boys. I hardly recollect whether there were any serious offences.

993. I do not mean serious, but petty offences?—Yes; I forget how they were punished; perhaps by separating a boy from his companions, or keeping him in the house when the others went out, and, very rarely, by caning.

994. It was done without any reference to the Head Master?—Any very serious offence would have been brought under his notice.

995. (*Lord Devon.*) Did you ever hear whether there was any difficulty in maintaining discipline in the other houses in which there was no master?—No, never, as far as I recollect.

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996. You never heard of any?—No; the persons who kept those houses were generally more or less in communication with the Head Master, and I am under the impression that if any great breach of discipline had occurred it would have been brought under his notice; but I do not recollect any instance in the house where I lived.

997. (*Mr. Twisleton.*) Is it your opinion that on the whole the houses were well-conducted?—Certainly.

998. (*Lord Clarendon.*) Did any boys come to dine there besides those who regularly boarded?—Not in the house where I lived; but at some houses boys who lived at a distance dined in the middle of the day.

999. Were you well satisfied with the quantity and quality of the meals you got there?—Quite so.

1000. You never got any assistance from private tuition, did you?—No, never.

1001. Not even while in the upper part of the school?—Never.

1002. Very few boys did have it?—I do not know a single instance where it was done in regard to school work.

1003. All the work that was done was done by the boys for themselves and by themselves?—There was a slight amount of assistance given occasionally in the school by some of the elder boys to some of the younger ones—not systematically, but occasionally one boy would help another.

1004. (*Lord Lyttelton.*) Do you mean that was a recognised thing?—No, not as a matter of discipline. The only matter of discipline was this: at one time when I was first in the sixth form, which is just below the head form, the monitors and promptors or highest boys of the head form used to look over the exercises of the boys in the sixth form, affix their marks to them, and send them up to the Head Master for inspection, and they would also hear them repeat passages which they had learnt by heart.

1005. Do you mean that was abolished afterwards?—The duty incumbent on the monitors and promptors of looking over the exercises and hearing the lessons of the sixth form was abolished when the Head Master's assistant was appointed, who entirely undertook the sixth form.

1006. After that the assistance given was not allowed?—Assistance of the younger boys by the elder was never sanctioned, and was carried to a very slight extent. If an elder boy was a personal friend of a younger, he would help him to a verse or two.

1007. (*Lord Clarendon.*) It was done in school, was it not?—The looking over of exercises, &c. was done in school; but when one boy helped another, it was not necessarily in school that he did it.

1008. Do you think there was sufficient emulation in the school to be a sufficient stimulus to work?—I think so.

1009. There was a great spirit of emulation?—I think so.

1010. (*Mr. Vaughan.*) As far as I understand you then, as to the time and reason for abolishing the system, the tuition given in looking over the exercises was rather as an assistance to the Head Master in going through the work than for any definite purpose of improvement to the head boys themselves?—Precisely.

1011. When you say that the monitors and prompters affixed marks, do you mean scoring under mistakes, or marks estimating the value of the exercise?—The mistakes were scored under, and there was also a mark put at the end estimating the value, signed by the monitor.

1012. Do you think the boys in the next form were really competent to affix marks estimating merit?—It was always entirely under the supervision of the Head Master, who would notice what marks had been affixed to exercises, and would comment on them if he disagreed.

1013. Do you think that both these things, the estimating the value of the exercises and the other, had any effect in improving the upper boys?—I think so.

1014. (*Mr. Twisleton.*) But the system has been abolished?—The monitors and prompters do not now look over the exercises, &c. of the sixth form, which is now entirely under the care of the Head Master's assistant. But the boys of the first rank of the head form, viz., the monitors, still have each of them a boy of the third rank, or upper sixth, assigned to them, whose repetitions they hear, and some of whose exercises they look over. But this is done subject to revision by the Head Master.

1015. (*Sir S. Northcote.*) What were the punishments at the school?—Caning and impositions.

1016. Long impositions?—I very seldom recollect a long imposition being set.

1017. What do you call a long one?—The longest I recollect, which was not frequently set, was 100 lines of Greek.

1018. (*Lord Clarendon.*) To write out?—Yes.

1019. (*Sir S. Northcote.*) Were you required to write that legibly, or was it allowed to be done anyhow?—It depended, to some extent, on the master.

1020. (*Mr. Thompson.*) Did you put the accents?—It depended on the position of the boy in the school.

1021. Were you taught accentuation?—Yes; on the sixth and head forms.

1022. Do you think a fair proportion of the boys could accentuate with tolerable correctness?—Certainly, of the head boys. Dr. Hessey was particular as to accentuation.

1023. (*Lord Lyttelton.*) Was there no regular flogging?—It was an institution of the school, though not put in force while I was there, so far as I remember.

1024. (*Lord Clarendon.*) I suppose one great stimulus to work there was the hope of getting to St. John's?—Yes; a very great stimulus. There were also the removes and the prizes. The removes took place every half year.

1025. (*Lord Devon.*) You are not at St. John's, I think, are you?—No.

1026. You got an open scholarship at Corpus?—Yes.

1027. Was that in consequence of there being no vacncy, in St. John's in your year?—There was one vacancy, which was given as a matter of course to the head boy.

1028. How many scholarships on an average do you think there are available for Merchant Taylors' boys at St. John's?—I think I have known as many as six; and I do not think, while I was at the school, there was any year when there were none. This, however, has occasionally been the case.

1029. Do you know at all what is the calculation, as regards the future, of the number there will be on an average?—Three or four a year.

1030. I believe a boy cannot go from Merchant Taylors' with an exhibition to any other college except St. John's?—There are two or three exhibitions, of which I hold one, given by the Merchant Taylors' Company.

1031. Are those of recent establishment?—Within the last ten years.

1032. Have you ever considered whether there was a disadvantage in the scholarships only existing at St. John's for Merchant Taylors',—that it was necessary, therefore, that Merchant Taylors' boys who were to hold the scholarships should go to St. John's only?—I think there are disadvantages attached to it.

1033. Supposing you could of yourself make an alteration, would you allow a boy to carry a scholarship of that value to other colleges?—I think it would be an advantage to the school if there were more scholarships to be taken to other colleges.

1034. (*Mr. Twisleton.*) You think it is a disadvantage to boys to go to reside at Oxford with those whom they have known before at the same school?

—I think it is a disadvantage that they should all go to the same college.

1035. (*Lord Lyttelton.*) Do you think there is a feeling among the boys when at Oxford belonging to the same school,—do they keep together?—As far as I have observed, not so much as boys from other schools; for this reason, that Merchant Taylors' is essentially a day school, and they have very little play together.

1036. Before they leave the school, do they make friendships among each other?—Among their own contemporaries.

1037. Those who are at the same boarding-houses?—Yes; and those who are in the head form; but there is not much intercourse between the upper and lower parts of the school, for the same reason that the boys meet very little out of school.

1038. (*Lord Devon.*) Was there a playground in your time?—Not belonging to the school, at least not one large enough to be called such.

1039. But hired?—Yes; for which the Merchant Taylors' Company during my time gave a grant; but it could be used for no game but cricket.

1040. Where was it in your time?—In my time we had a ground at Hampstead.

1041. Did you walk up there?—No, we went by the North London railway.

1042. (*Mr. Vaughan.*) That was rather a tedious way, was it not?—Yes; but we had no alternative.

1043. (*Sir S. Northcote.*) Had boys much opportunity of going to public-houses or other objectionable places?—If they wished to do so, there was no supervision over them in going from the school to where they lived.

1044. Had those who were in boarding houses plenty of time to loiter about, or were they expected to come to the boarding houses quickly from school?—The younger boys were expected to come quickly, and if I recollect right any undue absence was noticed. Among the elder boys there was a larger discretion.

1045. Do you think there was any drinking to any extent, or any misconduct?—To no great extent.

1046. Not at all during the time you were there as far as you know?—Not as far as I know. Of course there would be occasionally in the school characters not up to the ordinary standard, but I should think, generally speaking, there was very little drunkenness or immorality indeed.

1047. (*Lord Lyttelton.*) The master or mistress of the boarding house would prevent it?—Certainly. I speak only of the one I was at. It was so generally with the others I should think.

1048. (*Lord Clarendon.*) How many Greek plays did you read at school?—Eight in all. We used to read them very carefully. We did not, perhaps, read so many as are read at other schools.

1049. (*Mr. Twisleton.*) That is one element of comparison; but it would not be fair merely to judge from the number?—No; I think not.

1050. (*Lord Lyttelton.*) Can you say what they were?—Yes, the Œdipus Coloneus, Antigone and Trachiniæ and Philoctetes of Sophocles, the Agamemnon and Prometheus of Æschylus, Acharnians of Aristophanes, and a portion of the Hecuba of Euripides on one of the lower forms.

1051. (*Sir S. Northcote.*) You got an open scholarship at Corpus; how many competitors were there?—It is rather difficult to say, for when I was examined candidates for matriculation were examined together with those for the scholarship. There were, I think, 45 candidates and four scholarships, but whether all were candidates for the scholarships I can hardly say.

1052. Some of those candidates came from other public schools, did they not, a good many of them?—Yes.

1053. The examination is considered a very severe one, is it not?—Yes.

1054. The Corpus scholarships are valuable scholarships, are they not?—Yes; 80*l.* a year, lasting for five years, together with rooms.

1055. (*Mr. Thompson.*) Not commons?—No; the total value amounts to between 90*l.* and 100*l.* a year.

1056. (*Sir S. Northcote.*) How far had you gone in mathematics at Merchant Taylors'?—I was high in mathematics. For some time when I was at Oxford, I read for double honours, but I found I could not carry both on together.

1057. How far had you gone in mathematics at the school?—I was reading elementary mechanics, and I had read the calculus.

1058. The integral calculus?—I had not read far in that subject.

1059. (*Lord Lyttelton.*) You had done the differential calculus fairly well?—Yes.

1060. (*Mr. Thompson.*) Any mechanics?—An elementary treatise.

1061. Statics?—Yes, and dynamics.

1062. Were you examined in that at Oxford?—I had a mathematical paper.

1063. Do you attribute your success in some measure to that paper?—In some measure.

1064. (*Lord Lyttelton.*) Did you read hydrostatics or optics?—I read a small treatise on hydrostatics. I had not read optics.

1065. (*Sir S. Northcote.*) Had you done any Hebrew?—Yes.

1066. That was of no value in the scholarship examination?—No.

1067. (*Mr. Thompson.*) Have you read Hebrew since?—No; I have given it up.

1068. (*Sir S. Northcote.*) Had you done anything in modern languages?—French; but when I left Merchant Taylors', I did not know much French. I could not read French with facility.

1069. (*Mr. Thompson.*) Have you been in France since that time?—Yes.

1070. You have, perhaps, learnt more there?—Yes; a great deal more.

1071. (*Lord Lyttelton.*) Did you feel that you had acquired a fair knowledge of geography at the school?—Of ancient geography, yes.

1072. Not modern?—Not modern.

1073. Modern history?—In English history several questions were always set on each examination of the head form, and a special period set by the Head Master for questions to be asked on which might be got up according to the boy's discretion.

1074. (*Sir S. Northcote.*) A special period of English history?—Yes.

1075. (*Lord Devon.*) What books are recommended for English history?—I think when I was at the school we were reading the latter periods of English history, and a knowledge of Macaulay was allowed an advantage in the examination.

1076. (*Sir S. Northcote.*) What do you call the latter periods of English history?—We were going through English history in the examinations, and I think when I was first on the head form, we were about the commencement of Macaulay's history.

1077. Did they go below the revolution of 1688?—I forget the exact period.

1078. I meant was it the practice of the school to go lower?—Yes.

1079. (*Mr. Vaughan.*) Do you mean that Macaulay was the classical book in the school for the period of the revolution?—By no means. If the period which the Head Master had set for the examination happened to be a part of the period traversed by Macaulay, and a boy showed any knowledge of Macaulay, credit was given him in the examination for his knowledge.

1080. (*Lord Lyttelton.*) Did you read Hallam?—I do not recollect anybody reading Hallam, but the study of English history was left to the boy's discretion.

1081. (*Mr. Thompson.*) How long have you left?—Three and a half years.

1082. Then you have taken your degree?—No.

1083. You have passed moderations, I suppose?—Yes.

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1084. You took honours in mathematics, or in classics?—A first class in classics only.

1085. (*Lord Lyttelton.*) You are going in for classical honours now?—Yes; in the final examination.

1086. (*Lord Clarendon.*) Do you think as far as your experience goes at Oxford, that the scholarship of Merchant Taylors' is equal to that of other schools, that young men coming up to the college are as proficient, and as well grounded and with as much knowledge of grammar as any coming up from either Eton or Shrewsbury?—I should think so certainly.

1087. You could not point out at Oxford young men coming from any particular school who were generally or often superior to Merchant Taylors'?—I can point to one school which has taken the highest college scholarship, four times in three years.

1088. (*Mr. Thompson.*) Which is that?—Marlborough. It has taken the Balliol scholarship four times in three years.

1090. (*Lord Devon.*) Have you had any personal acquaintance with any Shrewsbury men?—No.

1091. You have never been in contact with them?—No.

1092. (*Lord Lyttelton.*) You are not aware that Shrewsbury stands higher at Oxford in reputation as a classical school than Merchant Taylors'?—No.

1093. (*Sir S. Northcote.*) With reference to what you say as to the Balliol scholarship, I suppose the best Merchant Taylors' men do not usually go and offer themselves for Balliol scholarships, do they?—Very seldom.

1094. Because they have their own scholarships at St. John's?—Very often the best Merchant Taylors' boy has gone to St. John's without trying elsewhere.

1095. (*Mr. Twisleton.*) Last year, during the whole year, only eight went to the two universities from Merchant Taylors'?—No.

1096. I suppose you could not have had many to stand for a Balliol scholarship?—No; I recollect very few men who have stood at Balliol, for the simple reason that most of the best men go to St. John's.

1097. (*Sir S. Northcote.*) There is nothing corresponding to that at Marlborough; it is the best Marlborough men who go up for the Balliol scholarships?—I believe so.

1098. (*Lord Devon.*) As regards the system of education pursued at Merchant Taylors', do you think that a sufficient encouragement and opportunity for distinction is afforded to clever boys?—In the school certainly, I should think.

1099. Take the industrious boy, without any great ability, is there sufficient encouragement for him?—Yes, I should think so.

1100. You think no undue preference is shown to either of those two classes?—No, I think not. The system of removes seems to me very fair. It depends both upon work in the half-year and work in the examination.

1101. (*Lord Lyttelton.*) The less clever boys get full attention from the masters?—Quite so, I think.

1102. (*Lord Devon.*) Do you think sufficient pains is taken to make idle boys work, or such pains as can be taken?—There can be no very extensive personal supervision over each idle boy, but I should think, as a general rule, the idle boys are carefully looked after.

1103. (*Lord Lyttelton.*) The Head Master took a great part in the teaching of the school, did he not?—Yes.

1104. Do you attribute chiefly the success of the school at the universities to the teaching of the Head Master?—Certainly.

1105. (*Mr. Vaughan.*) Are you disposed to consider that the degree and manner in which the compulsory systems of studies were carried on there was good or not?—Do you mean the classical studies?

1106. I mean the mathematics, French, and drawing?—There are one or two anomalies in those studies, which it is difficult in practice to amend; for instance, in French the boys move as they move in classics; consequently a boy who has a very slight knowledge of French may be put in a form too high for him. Also, I think that the amount of time devoted to the study of modern languages in the school is hardly sufficient to give boys very great interest in it. It always appeared to me so.

1107. I was rather asking you whether, upon looking back, you approved of these extra studies being compulsory upon all boys?—It is a question which it is difficult to answer. I think that the amount of work I did in French was not wasted. As for drawing, I think it may be a question how far that should be made compulsory on all the boys. For my own part, I am afraid I did not get much advantage from it, from the mere want of ability to profit from it, besides, it was introduced when I was high in the school, and I did not have the advantage of the earlier teaching.

1108. (*Mr. Vaughan.*) With regard to the time which you were compelled to give to mathematics. Do you approve of that on the whole?—Yes, certainly.

1109. (*Sir S. Northcote.*) What was the system of teaching drawing. Were you taught geometrical or perspective drawing?—We were taught perspective.

1110. All the boys?—Yes, after reaching a certain class in mathematics.

1111. Was there no geometrical drawing?—I think so, but the system was only introduced two years before I left the school, and not completely organized.

1112. Was it at all on the system of the Department of Science and Art at Kensington?—We used the models and copies issued by the Department.

1113. (*Mr. Twisleton.*) Did you learn the principles of perspective there?—Yes.

1114. Do you not consider that you have gained an advantage as compared with a boy from another school who does not know the principles of perspective?—Perhaps, if he has any turn for drawing; but if a boy has no occasion to apply them afterwards I think he would very soon forget them.

1115. (*Sir S. Northcote.*) Do you not think that most of the boys go out with the power of representing with some correctness, ordinary objects?—Geometrical objects possibly. Most of the boys, I should think, would be unable to draw anything from nature.

1116. (*Mr. Twisleton.*) Do you think that a boy with that knowledge of perspective would not be more likely to take an interest, everything else being equal, in a painting or a drawing, than one who had no such knowledge?—I hardly know.

1117. (*Mr. Vaughan.*) Do you not think that the practice of drawing might improve the habit of observation of external things generally?—That is possible.

1118. And the precision of recollection of external things in consequence?—Yes; it might educate a boy in that way.

1119. (*Sir S. Northcote.*) It would enable you to study machinery or anything of that kind. If you were studying a machine you would be able to make a sketch of the principal parts of it?—Yes; very roughly.

1120. (*Lord Clarendon.*) Is there any suggestion which you would like to make for the advantage of the school beyond what you have now said with respect to drawing and modern languages?—No, I think not.

1121. Nothing in the system?—It always occurred to me that they were kept too much to their work. Such was my opinion while I was at school, and I have not altered it since. They have only one half-holiday in the week, and they work hard at night. I am told that the average work of a boy at Merchant Taylors' out of school is higher than the average work of the other London schools.

1122. (*Sir S. Northcote.*) How many hours in the week, or day, do you suppose a studious boy worked there?—The school hours were $5\frac{1}{2}$ hours. I should think a studious boy would work 4 or $4\frac{1}{2}$ hours.

1123. In addition to the school hours?—No, during school.

1124. Taking the time spent in school as time spent in work, and adding to that the private work, how much should you say a boy would work in the day?—From $6\frac{1}{2}$ to 7 hours, at the least.

1125. (*Mr. Thompson.*) Would you say that the fact of their living in the city made exercise more rather than less necessary?—Exercise of some kind was certainly necessary. It was becoming very much the practice of the boys to live away from London, so that instead of exercise they had travelling in a railway carriage. Of course the amount of exercise they got depended on the distance they had to walk to and from the station.

1126. (*Lord Lyttelton.*) Did you ever hear that the atmosphere of the school was reckoned confined or close?—No; I do not know that there was any complaint of that kind. It was found very dark sometimes.

1127. (*Lord Clarendon.*) In fact the boys got very little exercise in the week?—Very little indeed. While I was living in the city, all the exercise I got, generally speaking, was the walk to and from school, which, as I went twice a day, would amount to 2 or $2\frac{1}{2}$ miles.

1128. Were the boys in general healthy?—Yes, I should think so. I do not recollect anything to the contrary.

1129. (*Lord Lyttelton.*) Had they a football ground in the winter?—No; there was no united game in the winter, though football was practised occasionally, at different places, by private arrangement.

1130. (*Lord Devon.*) Were there not 60 boarders out of the whole number, all the rest being home boarders?—I could hardly form an accurate estimate, but I should think there were very many more. I should say there were 100 or 120 boarders. Several used to dine in the middle of the day, and I think that was a disadvantage for the afternoon's work.

MERCHANT TAYLORS'.

ANALYSIS OF THE EVIDENCE.

*** The names of the witnesses are in alphabetical order. The figures refer to the numbers of the questions in the Minutes of Evidence.

MERCHANT TAYLORS'.

BAKER, W., Esq., Probationary Fellow St. John's College, Oxford, page 140.

Was 10 years at Merchant Taylors' School, went to the school at eight, and thence to St. John's, Oxford, where he has been two and a half years; 695–699. Lived in London when at school, and boarded in a boarding house kept by ladies; it was not connected with the School nor under its control; went every morning to school, returned to luncheon during noon, then back to school, and returned to the boarding house at night; went home from Saturday to Monday; 700–712. The monitors had no control out of school, and were only responsible for order in school in the absence of the masters; the head boy of each form had to present to the Head Master a list of the boys absent; the monitors never inflicted punishment on their own responsibility, but brought every case before the Master; 721–722. The School time was 5½ hours, from 9¼ to 1¼, and from 1¾ to 3¾, with luncheon between; 723–724, and 730–731. The playground was very small, and little used; there was a cricket ground at a different place every year, and as much cricket as time would allow; 725–729. No fagging; 732–751, and 806. His home was 23 miles off, available by railway; used the boarding house on account of the distance; very few living in London, except quite little boys, used the boarding houses; 738–742. The person keeping the house saw to its discipline, or one of the senior boys in the house, but he had no special authority given him; 743–747, 750, and 840. About five boys slept in the boarding house, about 20 dined; 748–749. The boarding houses were recognized by the Merchant Taylors' Company, and the masters recommended the boys to use them; 753. The boys had not separate sleeping rooms, and did not desire them; there were four boys in his room; there was a common room for reading and study; there was a great deal of reading there, and preparing for school work; in the evening they generally took a walk, then went home to tea, and then to work or play, if permitted by the lady of the house; in the higher parts of the School there would be a good deal of work in the evening; 754–770. The lady was a widow, and made the boarding house her principal means of support; there were no fixed charges, the charge was arranged according to the age of the boy and the circumstances of the parents; other boarding houses were kept by masters, and these, he believed, were preferred; 771–779, and 784. The food was satisfactory, those who boarded and did not lodge took only the mid-day meal; 780–783. Much time was lost by those boys who lived in London going home; all were obliged to be in School at the appointed time; there was no perceptible difference in the scholarship of those who resided in boarding houses and those who resided at a distance; 787. No private tuition in the School; perhaps one or two had private assistance from strangers; 788–796. More details of School work; 797–808. Monday morning devoted to religious instruction; the articles and Greek Testament for the upper part of the School; Latin Testament, catechism, and collects for the lower; further details; 809–822. Great pains taken by Dr. Hessey in preparing the boys for Confirmation; 823–832. Confirmation was followed by the Holy Communion in Gray's Inn Chapel; the boys took their first Communion there by Dr. Hessey's wish, not afterwards; 833–839. They read eight or nine Greek plays,—Æschylus and Sophocles, and one or two of Aristophanes; 841–844. The chief stimulant to exertion was the desire to obtain one of the Probationary Fellowships of St. John's; obtained one himself; there are three scholarships yearly, value from 80*l.* to 100*l.*; industrious boys encouraged by the masters; 845–851. Monitors and prompters looked over the exercises of the Sixth Form, and marked corrections, with good results; they were competent to the task, but the exercises were subsequently looked over by the Head Master; further details on this point and on the School teaching in the higher classics; 852–872. The mathematical teaching effective; he himself read Euclid, trigonometry, conic sections, differential and integral calculus, mechanics, and optics; the afternoon always given to mathematics; occasionally Merchant Taylors' men take mathematical honours at Oxford, but classical honours predominate; there is less pride taken in mathematical than in classical distinction; 873–883. Still Merchant Taylors' men have become wranglers at Cambridge within the last few years; there was a wrangler this year, three last year, and one in each of the previous years; 884, 885. Did not himself like mathematics; believes he went through the integral calculus too fast; when at School he would willingly have given less time to mathematics and more to classics; but thinks the mathematics have been of use in training his mind; 889–890, and 894–896. He himself took a first-class in moderations in classics; is not of sufficient standing to go out in a final examination; 887, 888. Believes there were classical masters enough at Merchant Taylors', and that the boys who tried to get on were sufficiently looked after; there were six classical masters to 260 boys; 891–893. Drawing is taught, but is not much liked; the time allotted to it is one hour a week; was at it two and a half years; has not kept it up; and, with himself, thinks it was an hour a week wasted; 897–899, and 902–905. French was obligatory; two hours a week devoted to it; obtained a grounding in it; was taught pronunciation; when he went away was able to read a common easy French book, with the aid of a dictionary; could not have read Thiers' History of the Empire tolerably easily; might have been obliged to consult the dictionary three or four times in an octavo page of Gil Blas; proficiency in French not much thought of; prizes given for French; 906–924. German not taught in the School; 908. Learned modern history and geography; 928–937. Learned Hebrew; read a good deal of the Bible in it; practice of translating the Psalms into Hebrew found useful; has kept it up; a great many Merchant Taylors' men get prizes at Oxford for Hebrew scholarship; 944–956. Thinks the Merchant Taylors' men at Oxford as well prepared as to classical attainments as young men from Eton, Harrow, and Winchester; 957–960. Does not think the boys at Merchant Taylors' are over worked; there was sufficient time for recreation; 900, 901. There was an average amount of private reading at Merchant Taylors'; there is a considerable library open to the Head Form; 925–927, and 938–943. Reflecting on the manner in which his time was spent at Merchant Taylors', it does not occur to him that he is able to suggest any advantageous alteration; he would not diminish the quantity of mathematics; thinks, however, that drawing might be made optional; 961–963. Merchant Taylors' boys who go to St. John's generally turn out reading men; most of them are intended for the learned professions.

CHAPMAN, W., Esq., page 117.

Has been French master at Merchant Taylors' School 16 years, head French master 4 years; 74–77. Instructs in French 25 boys in the head form, 30 or 31 in the Sixth Form, and about 30 in the Fifth: 85 in all, each class receiving two hours' instruction in a week, besides an hour's preparation; all the boys, on entering the School, go to the assistant master; a few of the boys have had some previous instruction in French at School or at home; others are totally ignorant of the language; all go to the assistant master for two years, so that when they come to witness they are in a tolerable state of preparation or proficiency; on an average they would remain another two years in the school under his tuition; on leaving, 20 out of 30 might be able to read any French book with facility, the other 10 would have some difficulty in understanding it, and a much lower number would be able to carry on a conversation, 78–96, and 129. Has suggested to the Head Master the expediency of dividing the head form into two, in order that the most advanced pupils might not be retarded, as at present they are, by the introduction every six months of fresh boys; at present the suggested improvement has not been made; 97–99. Every Christmas there is a French examination, and prizes are awarded for proficiency; details of the mode of examination, 100–112. Details as to promotion and prizes for French; 170. The First, Second, and Third Forms do not learn French; it begins with the Lower Division Form; there are about 100 with the assistant master; in the School altogether 185 learn French; 113–118. The system postpones the age at which the boys begin; but it is a great advantage to know something of Latin before beginning French; with regard to pronunciation, it is an advantage to begin early; in four years the boys learn to pronounce fairly; they are required in their lessons to give French answers to French questions; 119–130. Has also taught French at Christ's Hospital 16 years, and at the Clergy Orphan School 22 years; formerly taught at the City of London School; 131, 132. Merchant Taylors' School is more forward in French than Christ's Hospital; the boys manifest a decided respect for the study; reasons for the superiority; 133–143, and 165–168. Less interest in French, however, than in classics, 140–143. An improvement would be made by having an independent arrangement for French, as there is for mathematics; 145–148. Further opinions expressed on this point; but there are difficulties in the way; 149–156. Is French by birth; so is his assistant; the latter can maintain discipline pretty well; Dr. Hessey always ready to aid in maintaining it; 157–164. Would be glad of more time, but otherwise is content with the French arrangements as they are; 182, 183. Sometimes sets punishments, but rarely; they are

CHAPMAN, W., Esq.—*cont.*
impositions; he inflicts no corporal punishment, but if necessary would report a boy to the Head Master; 184–187.

EWART, JOHN, Esq., Master of the Company. THRUPP, JOSEPH WILLIAM, Esq., examined at the same time, page 115.

Asked to explain the relation between the School and St. John's College, Oxford, in respect to which the School possesses important privileges, the witnesses reply that previous to the recent alterations the Merchant Taylors' boys were entitled to hold 37 Fellowships in St. John's; since the alteration, in consequence of the arrangement by the Privy Council under the Act of 1861, these Fellowships have been taken away, and 21 scholarships at St. John's appropriated to Merchant Taylors', and five left open, while seven others have been attached to different schools at Bristol, Coventry, Reading, and some other place; the Fellowships, now 18 in number, have been thrown absolutely open to public competition; 1–4. The subject further explained. The 21 scholarships are to be filled by election from candidates sent by the School, and these failing, from Christ's Hospital; independently of these there are several law exhibitions which are attached to St. John's, and some smaller exhibitions which could only be held by a resident at St. John's; cholarships worth 100*l.* a year and tenable for 7 years; 15–18 and 20–22. The Court of Assistants, including Master and Wardens, 40 in number, are patrons and Governors of the School; all the nominations to the School rest with them; they nominate in rotation; the number of boys is 250, or a few over; each member of the Court has a little more than one nomination a year; 5–10, and 16. The Company have absolute control over the School; can spend as much money on it as they like; or put the money in their pockets; technically it is a private school, but conducted as a public school, and ranked as one; its connexion with St. John's College has given it that character, but that connexion might be abolished to-morrow; 11–14, and 29–40. Dissenters are admitted to the School; no restriction as to the boys admitted, except that they must be Protestants and have certain attainments; 35–39. Examinations for the scholarships; they are competitive and open to the whole School; 19 and 23–28. The Court expend between 2,000*l.* and 3,000*l.* on the School, in payment of the Master, prizes, books, pensions to retired masters, and other expenses; 41–44. Have recently voted 20,000*l.* out of the corporate funds for the purchase of adjacent property, with a view of improving the School, and have contemplated the purchase of other property south of the present building; 45–53. The boys are mainly sons of professional men, clergymen, lawyers, and doctors; but there is a special endowment for the sons of mercantile men, with a mercantile prize, and frequently there are sons of tradesmen, shopkeepers in the city; one of the latter lately distinguished himself in classics, went to Oxford and gained a Fellowship, and then competed successfully for the Civil Service; 56–60. Exhibitions, how established; the Company pays in exhibitions and scholarships for continuing at the Universities the education of boys who have been in the School, over 3,000*l.* a year; 61–68. The regulation that the writing, drawing, and French masters must be Protestants might operate to some extent as a limit to the choice of a good French Master; but Mr. Chapman is a good master; 69, 70, and 73. Supposes the peculiar provision at this School, that boys after obtaining a certain proficiency in mathematics should learn drawing, emanated from the Head Master; 71, 72.

HESSEY, REV. JAMES AUGUSTUS, D.C.L., page 120.

Was educated at Merchant Taylors'; went hence, as a Probationary Fellow, to St. John's College, Oxford, in 1832; was admitted a Fellow in 1835, and in July 1845 was appointed by the Master, Warden, and Court of Assistants Head Master of the School, which post he has continued to hold during the following 17 years; 188–192. The School has been founded just 300 years; it has no fixed revenues; after it was founded Sir Thomas White gave it 37 of the Fellowships out of the 50 which he had endowed at St. John's, and this the school continued to enjoy till last June, when the new system created by ordinance of the Privy Council, on the recommendation of the Oxford University Commissioners, came into operation; 193–198. During his lifetime the Founder nominated the Fellows, that is, up to 1562; after his death the Fellows were elected from the School; 227–230. Merchant Taylors' School had originally 37 Fellowships; each Fellow was on probation for three years, and then became a Fellow for life; the remaining 13 Fellowships belonged to the heirs of the Founder or to other schools, and were for life also. The Commissioners proposed to reduce the life Fellowships to 18, nine open to Merchant Taylors' only, and to establish 33 terminable Scholarships, Merchant Taylors' to have 21, to be held seven years; seven scholarships were to belong to other schools, and five, as well as the other nine Fellowships, to be perfectly open. A similar scheme of the Commissioners for Winchester was adopted, but in the case of Merchant Taylors' the Privy Council introduced a modification, to the extent of making all the Fellowships open, for what reason was never stated, and this change would operate injuriously to Merchant Taylors' School, by depriving it of the respectability which attaches to connexion with a College by means of permanent Fellowships; the subject further pursued; 199–216. The first examination under the new system just passed; details of the result; 217–226. The

HESSEY, REV. JAMES AUGUSTUS, D.C.L.—*cont.*
original 45 rules are obsolete and impracticable; they are not binding, as the Court has either repealed them or allowed them to fall into desuetude; 231–233. No visitors except examiners; 234–237. Examiners are competent men; they are paid, and virtually appointed for life; the operation of this unobjectionable; 234–246. Fees and expenses of education less than 15*l.* a year, exclusive of books; 247–257, 368, and 372–375. Maximum number of boys allowed, 250; the number occasionally increased in consequence of less than the estimated number leaving, and boys equal to the whole number of estimated vacancies being admitted; 260–255. Number of masters and amount of salaries; four mathematical and classical, two classical only; thinks another master or two desirable, and that one master ought not to have more than about 40 boys; deficiency, however, of class-rooms; School details; 254, 271, and 282–312. The character of the School, as intended by the founders, is classical; on its first institution the Head Master was to be "learned in good, clean, Latin literature, and also in Greek, if such could be gotten;" 272–274. The first Master, Mulcaster, was an eminent Oriental scholar; he introduced the study of Hebrew, and Bishop Andrews was one of his first scholars; one of the qualifications of the Head Master has always been ability to teach Hebrew; the authorities attach considerable importance to it, especially as it is considered that many of the boys are intended to take orders; many of the boys have obtained Hebrew scholarships at Oxford; though Westminster has abolished Hebrew, he hopes it will continue at Merchant Taylors'; 274–281, 313–314, 495–497, and 502, 503. The four mathematical masters are also classical masters; no difficulty in finding suitable men to teach for the emoluments offered; 282–298. Perhaps rather too much time has been abstracted from classics to be devoted to other studies; 10 hours a week given to mathematics, including one hour devoted to drawing; the time given to mathematics is large compared with that given in other schools; 21 hours a week devoted to classics, including two taken for French; 315–320. Mathematics are encouraged; two exhibitions for mathematics; two boys are at present doing spherical trigonometry and three sections of Newton's Principia; drawing was made compulsory in the School after a certain progress, with a view to the Woolwich competition; it is not unpopular; advantages of drawing; 321–336. Suspension of boys for misconduct; dismissal; 337–338. Library for the masters used by the boys; 339–343. Discipline in the school, 344, 345. Peculiar classification of forms described, 346, 347. Details as to school practice; 369–371, 412, 413, and 475–480. Boys having no talent for mathematics might be advantageously put to German, 371, 494, 498, 499. Prohibition of Roman Catholic teachers not the rule, but the practice at Merchant Taylors', 348–350. Promotion of the boys is in the hands of the Head Master, assisted by the master of the form and his own examination; 351–360. Allowance to the Head Master in lieu of a house explained; 361–364. His late house wants rebuilding if to be used for school purposes; boarding-houses; 376–380, 404–408, and 415–423. Charges for board from 30*l.* to 60*l.*; 387–401. Private tuition little resorted to, and not encouraged; 381–386. There are about 52 nominations in the year, so that each member of the Court has one nomination, and perhaps 10 of them a second; 402, 403. Examination test before admission; ability to write, a certain knowledge of arithmetic, Latin grammar, Scripture history, and Church catechism; 424–426, and 430–433. The present system of admission faulty; suggests a remedy; would let it be published that at a stated time nominations would be in the gift of the members of the Court, and that from those nominated a given number would be admitted; and would establish certain scholarships, say of 25*l.* a year, for the best boys admitted; 427–429. Mode of obtaining the mid-day meal; boarders and day boarders go to the boarding-houses; others lunch at their father's offices in the city; the school portress sells pastry at certain times; resort to the eating-houses discouraged; it is desirable to have the boys in the school precincts if there were means of providing luncheon on the premises; this is one of the things looked forward to when the additional accommodation shall be obtained; 409–411, and 414. Writing from dictation very beneficial; 435–439. Head Master does not introduce into the School a new subject, involving an addition to the staff, without consulting the Court; introduced writing from dictation on his own responsibility; altering the books rests with him; 440–442. Consults the under masters occasionally on various matters on which he has complete power; 443–447. The basis of the school is classical and literary, but, *inter alia*, geography is taught, and a prize is given for modern English history; 448, 449. Idleness with regard to French would cause a boy's remove to be suspended; 450, 451. The system of making "honourable mention" of a boy not gaining a prize, something like an *accessit*, acts advantageously; 452–454. Introduced French in 1846; cannot spare additional time for it; the boys obtain a fair grammatical knowledge of French, some a fair pronunciation; taste for French increasing; no improvement in the teaching could be made, without more time being taken from other studies, and at the expense of additional class-room, and remuneration to the masters for extra time; the boys get prizes for proficiency in French, but progress in that language does not directly contribute to rise in the School; examinations twice a year, once a year by a special French examiner; the examinations are

MERCHANT TAYLORS'.

HESSEY, REV. JAMES AUGUSTUS, D.C.L.—*cont.*

satisfactory; 455–468. It would be desirable for the boys to begin French earlier if it did not interfere too much with learning Latin; modifying our vowel pronunciation of the Latin and Greek to the pronunciation of the continent might assist in acquiring pronunciation in French, but it is hopeless to attempt to remodel the English pronunciation of Latin and Greek; Dr. Russell tried it at Charterhouse, and failed; 481–488. Mathematics are taught 10 hours a week, minus one hour devoted to drawing by the four higher classes; 469–475. Meaning of "prompter" given; the office originated in the attendance of the second rank behind the first on speech days; the name remains, though the duty has been abolished; 489, 490. Encourages English literature; shows in what way; 500, 501. Efficient teaching of arithmetic impeded by want of more rooms; details as to examinations for prizes, exhibitions, and scholarships, especially of the first examination for scholarships under the ordinance of the University Commissioners, as amended by the Privy Council; 506–532. Particulars of other scholarships and "little exhibitions;" 533–543. The exhibitions and prizes for the number in the school are ample; does not want any more; has also quite sufficient prizes for composition; 544, 545. There are prizes for writing; 547–551. More as to prizes; 553–556. In the competition for the Hebrew and history prizes much work must have been done at home; 553. The boy tutor system at Merchant Taylors' is exceptional; only used where a boy who has been some time in school requires temporary aid, which is then given by an upper boy for a very small fee paid by the parent; 557–566. Proficiency in verse composition has contributed very much to the great success of Merchant Taylors' men at the moderate schools at Oxford; 568. Merchant Taylors' has no connexion, as a school, with St. John's, Cambridge, but he recommends it strongly to his boys; with the exception of Balliol College, Oxford, knows no College where greater interest is taken in the students than at St. John's; 569. Religious instruction consists of prayers night and morning, and on Mondays a regular graduated course of teaching, the catechism, Bible history, the text of the Greek testament, the Gospel, Acts, and some of the Epistles; in the head form this culminates in Hebrew and in essays and biographies connected with Scripture subjects; 570. The Head Master prepares the boys for confirmation and the Holy Communion, and, as a rule, but there is no compulsion, the boys receive their first Communion at Gray's Inn chapel, where he preaches, and this the boys do most willingly, unless they have an earlier opportunity of receiving it with their own families; 571–576. It would be desirable to have a chapel for morning and afternoon prayers, and occasional addresses to the boys; this has never been suggested to the Court, because, till more property has been purchased, it would be thoroughly hopeless; if any liberal member of the Court were to build a chapel, he would be glad to have in it a religious service; 577–579. Details as to punishment; impositions set by under masters, of 50 or 100 lines; more would be a mark of grave displeasure; the Master, according to the gravity of the offence, admonishes a boy privately, notices his offence by a public rebuke, flogs in the presence of the form, or advises the parents to remove him from School; the public rebuke is regarded as a considerable disgrace; the flogging very rarely takes place, scarcely once in three years; in the Sixth Form he has never flogged; the under masters use the cane; the punishments of late were more rare and less severe than formerly, and the effect has been beneficial in an improved moral tone pervading the School; does not think the punishment has of late years been more severe in consequence of being administered by the under masters, at the moment the offence is committed; governs the upper boys by moral means, and with good result; 580–618. Monitorial overlooking and correction of exercises described and approved; the master looks over the exercises, and concurs with or differs from the monitor; this induces a critical habit, beneficial alike to the boy and the monitor; 619–623. Monitors sometimes takes a form when a master is absent, and with advantage; 624–625. Monitors responsible for misconduct in school-room or cloisters; they are not allowed to use a cane, but if a boy was impertinent and deserved a thrashing, he had it; if there were a larger playground, the monitors would necessarily have larger powers; doubts the expediency of entrusting actual coercive powers of discipline to boys; when he was a boy at Merchant Taylors' the boys were there at the breakfast hour, and the monitorial power or discipline was abused; 626–30. Fagging does not exist at Merchant Taylors'; 632–633. Only one half-holiday in the week; does not think the boys would be hurt by a second; is in favour of the second half-holiday, spreading the work over the other four days; 633–639. Cricket played at Kennington Oval, foot-ball at Victoria Park, or elsewhere; 640–644. Rowing no longer in vogue, owing to the crowded state of the river; 645–646. Although the removal of the School might be advantageous to some extent, it would destroy its objects in the present locality; many of the parents of the present boys could not afford the 120*l.* or 130*l.* which would be required if the School were removed to such a distance as Harrow; the newspapers have talked about the removal, but he believes it is not desired by the parents or by the Court; the

HESSEY, REV. JAMES AUGUSTUS, D.C.L.—*cont.*

parents have complained that the school is confined, and they want the class-rooms improved, and the playground extended, but they have never advised the removal of the School; the School is always full; 648–653. The boys are principally sons of clergymen, physicians, surgeons, barristers, solicitors, mercantile men, and the higher class of tradesmen; 654–656. Age of boys at present on admission from 9 to 13 even 14; now the minimum limit is 9; 657–667. The boys generally remain from 3½ to 4 years; 674. English prose; translations from Greek and Latin; no English poetry repetition; 668–680. Committing Articles of the Church of England to memory; 681–682. As to grossness of some classical authors, witness's opinion on the point; 683–694.

THRUPP, JOSEPH WILLIAM, Esq., page 115. (*See evidence of* Mr. Ewart.)

THURSFIELD, JAMES R., Esq., Scholar of C.C.C., Oxford, page 145.

Was at Merchant Taylors' School rather more than seven years; for about five years he was living in Worcestershire and boarding in London; after that lived with his mother at Highgate and used to go home every night; during the last six months before he left School he boarded at Wimbledon, and came to London every day; 967–970. While his home was in Worcestershire, he boarded five years in Doctors' Commons, at the house of a married lady, sister of one of the Under Masters, who lived with her; she took four or five boarders from the School, never more than seven; 971–974. The School broke up at four, boys got home at half-past, and dined at five; after this, in summer, they amused themselves a short time, occasionally went out, and returned to work at seven; the elder boys used a vacant room for study; there was generally a couple of hours' preparation for school work in the evening; the master occasionally looked over it; they could not go out when they liked, they could not go to the play unless with their friends; they were entirely under the lady's direction as to their conduct; the eldest boy exercised a slight supervision over them, the master occasionally did the same, and the lady's husband at times administered slight punishment in cases of misconduct; all this was done without any reference to the Head Master, but in case of any great breach of discipline it would probably have been brought under his notice; the boys went to bed at 10 o'clock; they had not single bed-rooms, and did not wish for them; in his opinion the whole of the houses were well conducted; at some of them boys dined who were not regular boarders, but not where he was; the meals were good; 977–999. Had no assistance from private tuition, knew of no instance of private tuition for school work, except a slight amount of assistance given occasionally by some elder boys to some younger ones, but this was never sanctioned; 1000–1004. At one time the monitors and prompters, highest boys of the Head Form, used to look over the exercises of the Sixth Form, affix their marks to them, and send them up to the Head Master, and would also hear the Sixth Form repeat passages which they had learned by heart; but this was abolished when the Head Master's Assistant was appointed to undertake entirely the Sixth Form; 1004–1007 and 1011–1013. There was sufficient emulation in the School to keep the boys up to their work; 1008, 1009. Describes the punishments,—impositions and caning; impositions seldom exceeding 100 lines; in the upper classes the Greek accents would have to be put in; there was no flogging while he was at the School; 1010–1023. A great stimulus to work was the hope of getting to St. John's; there were also the half-yearly removes and the prizes; 1024. It is a disadvantage that Merchant Taylors' scholarships could be held at St. John's only; 1026–1037. The playground at Merchant Taylors' is not large enough for the name; a cricket ground was hired at Hampstead, and reached by the North London Railway; 1038–1042. The boys could go to public houses if they wished, but neither drinking nor any other misconduct was carried to a great extent; 1043–1047. Read eight Greek plays at School; 1048–1050. Obtained an open scholarship of 80*l.* and rooms for five years at Corpus; 1025–1027 and 1051. Details his attainments in mathematics, mechanics, Hebrew, French, ancient Geography, English history (including Macaulay), acquired at Merchant Taylors'; 1036–1083. Obtained a first-class in classics in the moderations, and is going in for the final examination; 1084, 1085. Believes the scholarship acquired at Merchant Taylors' equal to that acquired at other schools; but Marlborough men have taken the highest College scholarship, the Balliol, four times in three years; Merchant Taylors' men seldom compete for the Balliol; they go to St. John's generally without trying elsewhere; sufficient encouragement to clever boys is afforded at Merchant Taylors' School; attributes the success of the School at the Universities mainly to the teaching of the Head Master; 1086–1104. Thinks the time given to mathematics is as it ought to be; that not enough time is given to French; and doubts the policy of making drawing compulsory, though he admits that some advantages may be gained from such a knowledge of drawing and perspective as he was taught at Merchant Taylors'; 1105–1119. Is in favour of an extra half-holiday, and more exercise for the Merchant Taylors' boys; 1120–1127. The boys in general were healthy in his time; 1128–1130.

MINUTES OF EVIDENCE.

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LIST OF WITNESSES.

Name of Witness.	Date of Examination.	Page.	Name of Witness.	Date of Examination.	Page.
	1862.			1862.	
Rev. H. M. Butler, M.A., Head Master of Harrow School.	June 3	153–171	J. F. Marillier, Esq., and the Rev. R. Middlemist, M.A., Mathematical Assistant Masters.	June 14	211–215
The same further examined - - -	June 6	172–194	Rev. H. W. Watson, M.A., Mathematical Assistant Master.	„	216, 217
G. F. Harris, Esq., M.A., Classical Assistant Master.	June 14	194–203	Mr. G. Ruault, Assistant Master in Modern Languages.	„	217–219
Thos. Wood, Esq., Drawing Master -	„	204, 205	M. W. Ridley, Esq. - - - -	Nov. 22	219–228
Rev. B. F. Westcott, Classical Assistant Master.	„	206–211	Robert Lang, Esq. - - - -	Dec. 17	228–232

Harrow, Tuesday, 3rd June 1862.

PRESENT:

Earl of Clarendon.	Lord Lyttelton.
Earl of Devon.	Rev. W. H. Thompson.

The Earl of Clarendon in the Chair.

The Rev. Henry Montagu Butler, M.A., examined.

1. (*Lord Clarendon.*) You are Head Master of Harrow school?—Yes.

2. How long have you been so?—I was appointed in November 1859.

3. I believe that the questions from No. 1 to No. 9, and the whole of the first part of this paper we have before us, have been answered by the Governors?—Yes.

4. Or by their solicitors?—Yes.

5. And you consider you have nothing to do in any way with the management of the property?—That is quite independent of the Head Master.

6. You have read over this first part, which came from the Governors?—Yes.

7. Is there any observation you would wish to make upon it, or have you any information on the subject to give to the Commissioners?—No; I think there is nothing I should wish to add to that.

8. Do you think that the Governors, as far as you have been able to judge during the time you have been here, assist the school, *quâ* school, as much as their funds permit them to do?—I am unable to judge comparatively of the pressing character of the different demands which are made upon the Governors; so far as I have found, they have always been ready to aid the school liberally. But I am well assured that the funds at their disposal are not large.

9. Before the annual meeting of the Governors does the Head Master prepare any statement of what is urgently required by the school, and how far he thinks the funds at their disposal would be applicable?—Not necessarily. On the last occasion I did make an application to the Governors. It was simply to place at the disposal of the school Custos a house which had become the property of the Governors within the last two months, at a rent to be fixed by them.

10. Who was to pay the rent?—The school Custos. It seemed to me that it would be of great service to the school if the Custos, whose house was incommodious, could have the temporary possession of that house which had recently become their property. The Governors kindly acceded to my request; and this very day the house is being prepared for him.

11. (*Lord Devon.*) The Custos is a servant?—The Custos is a servant appointed by the Governors to look after and take care of the school buildings. He is paid partly by them, and partly by the Head Master.

12. (*Mr. Thompson.*) He has at present to pay the rent of a house?—Yes, of which the Governors are not the proprietors. He has paid hitherto 40*l.* a year for a house, and now pays 15*l.*

13. (*Lord Devon.*) What are the school dames at Sudbury and Roxeth who are paid 8*l.* yearly?—I am not quite certain, but I believe they are the mistresses of the infant schools.

14. (*Lord Clarendon.*) The vicar of Harrow is paid 25*l.* a year for sermons?—Yes; by the will of the founder, I think 25*l.* a year has to be paid for 30 sermons to be preached during the year. If I remember right, the will provides that if the Head Master shall seem to be properly qualified, he or the vicar shall have the preference.

15. This is the clause—"and also the said keepers "and governors shall provide and procure thirty "good, learned, and godly sermons to be preached "yearly for ever in the parish church of Harrow-"on-the-Hill aforesaid at convenient times; and "shall pay to the preacher or preachers thereof ten "pounds yearly of like lawful money, (that is to "say,) for every sermon six shillings and eightpence; "and if the said schoolmaster or the vicar of Harrow "(for the time being) shall be thought by the judg-"ment and discretion of the keepers and governors "for the time being to be a meet and sufficient man "for the purpose, and that he the said schoolmaster "can well and will do the same without any hindrance "to his teaching the said school, then the one of them, "before any other, to have the preaching the said "sermons, and the said ten pounds for his pains "therein?"—Yes; I believe, as a matter of fact, that is the only clause in the founder's will which seems to contemplate the probability or the possibility of the Head Master being in holy orders.

16. (*Lord Devon.*) There are only two masters I think referred to in the founder's will?—Only two, the "schoolmaster" and the "usher."

17. In this account they appear as the Head Master and the under master?—Yes; he is sometimes called the under master, and sometimes the lower master; the technical term is the usher.

18. He has the charge of the lower school?—Yes.

19. (*Lord Lyttelton.*) Does the lower school begin next below the fifth form?—It begins at the fourth form. The truth is, there is no very definite distinction between the authority of the Head Master and

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the under master. Practically the Head Master is responsible for the whole, and the only way in which the under master's authority comes in separately is this, that he undertakes to pay the income of the master who hears the upper fourth form. That, however, was only a special arrangement made some years ago. A Head Master would not be bound to adhere to it in future.

20. (*Lord Clarendon.*) You have no information about the application of these monies?—No.

21. (*Lord Lyttelton.*) Have you ever heard whether a remedy could be found for that great grievance, the application of a large part of the fund to repairing certain highways. Has it ever occurred to you that there is any way in which that might be altered or got rid of?—I am quite unable to judge what legal means we could have recourse to for recovering the money which has thus been diverted, but there has long been a very strong feeling at Harrow that in equity some part at least of the property which is now at the disposal of the Commissioners of the Metropolis Turnpike Roads should be restored to the school. It seems to be an unjustifiable thing that money which John Lyon designed mainly for the benefit of the school should be diverted to a purpose which he never contemplated, and I have no hesitation in saying that if that money could be recovered for the purposes of the school it would be of very essential advantage to us.

22. Have you heard whether an opinion one way or other has been expressed by any legal authority?—I am not aware that I have. I cannot say so positively. It has been a subject of conversation at Harrow for years.

23. (*Mr. Thompson.*) It says here, "The founder "designed that the school should have two-thirds, "and the highway one-third of his estates; the "school now gets one-third only, and the other two-"thirds are absorbed in a metropolitan fund, by "which a certain road and certain streets are mended, "paved, lighted, and watered"?—Yes.

24. (*Lord Devon.*) It appears that the founder directed the application of the rents arising from the lands at Kilburn and Paddington, as follows, viz., "as to the lands at Kilburn, to be bestowed "in and towards the repairing and amending the "road from the town of Edgware to the city of "London;" and as to the lands at Paddington, to be applied in like manner "for repairing and "amending the highway from London to Harrow." Will you be kind enough to state in what way you think that the present application of this fund is a departure from the founder's will?—If I may be allowed to say so, that is a statement for which the Governors are entirely responsible, and to which I can add no force at all. It is purely a legal matter. I take that statement upon trust. The grievance has been notorious at Harrow for many years. We have all along felt a strong sense of injury, but I have never had occasion to go into the legal merits of the question; all I can say upon that point, as Head Master, is, that in my opinion it would be of very great service to the school if part of that fund could be recovered. No doubt it would be of very essential service to the school.

25. (*Lord Lyttelton.*) What is the "Sayer gift, "dividends on consols, less tax, 100*l.* 12*s.* 6*d.*" To what purpose is that applied?—Two scholarships were founded in the year 1830 by John Sayer, an old Harrovian, to be devoted to two exhibitions of 50 guineas a year for such Harrow boys as should go to Caius College, Cambridge. They are limited to Caius College, Cambridge, by the founder.

26. What is the subject of the examinations?—The regular studies of the school, including classics, mathematics, and modern languages.

27. It includes them all?—Yes, there is no limitation in that respect.

28. (*Lord Clarendon.*) "The Trustees or Gover-"nors have the sole management of the lands, tene-"ments, goods, and possessions of the school, and the "application of the revenue thereof according to the "orders, statutes, and rules of the founder, and they "have the appointment of the schoolmaster and usher "in themselves, and the power of removal of the "Head Master and usher for misconduct or in-"capacity." The Governors never interfere in any manner with the administration of the school, do they?—In no way whatever.

29. You consider yourself in those matters supreme?—Yes.

30. And in what manner do you consider the usher is joined with the Head Master, you being the supreme administrator?—Practically the responsibility lies entirely with the Head Master.

31. Who is the usher at present?—Mr. Oxenham.

32. In any matter of importance connected with the administration and government of the school, should you consider yourself under any obligation to consult the usher?—I should not think it necessary to do so. Practically, I may say the usher is regarded in these respects as one of the assistant masters. I habitually consult all of them, but I do not consult him more than any other.

33. As usher you do not consult him?—As usher I do not.

34. (*Mr. Thompson.*) That has been the practice at the school, I suppose, for some time?—I believe so.

35. The second master or usher has been practically one of the assistant masters?—Yes, I believe so.

36. Ever since you remember the school, at all events?—Yes, ever since I remember the school.

37. (*Lord Clarendon.*) But there is this difference: he is appointed by the Governors, and removable by them alone, and the assistant masters are appointed by the Head Master?—Yes; but I believe he has never been appointed in any instance except from among the body of assistant masters, and therefore he is one of those who were appointed originally by the Head Master.

38. He is usually the senior assistant master?—Usually. Whether any preference has been given to a master in holy orders, I am unable to say.

39. As connected with this, it is said (No. 3) "The government of the school, as to its entire ad-"ministration for all the school duties and purposes, "is vested in the Head Master, and under him the "usher or second master, subject to any necessary "reference to or regulation by the Governors for any "special purpose." For what special purpose would you refer to the Governors?—I should be disposed to consult the Governors if it seemed to me that any material improvement was required in the school buildings; I ought to say in the old part of the school buildings.

40. But it is only with respect to external things, not with respect to the administration and government of the school?—No, I cannot say I should refer any question as to the management of the school to the Governors.

41. (*Lord Lyttelton.*) Do you make a distinction between the old part of the school buildings and the other?—Yes, because the Governors do not give us any pecuniary aid with regard to the maintenance of the new buildings.

42. (*Lord Clarendon.*) This answer to the third question suggests the idea that there are circumstances connected with the government of the school and its administration in which, in special cases, you would consult the Governors?—I cannot call to mind at this moment any circumstances in which I should think it necessary to consult the Governors.

43. Dr. Vaughan established the "English form"?—Yes.

44. That was entirely new: an innovation?—Yes.

45. But for that he did not think it necessary to consult the Governors?—Yes, upon that point he did. The creation of an English form was something entirely new in the history of the school. Dr. Vaughan was desirous that all the scholars of the English form should be on the foundation of John Lyon, and in order to admit them to that privilege

it was necessary that the Governors, as the trustees appointed by John Lyon, should be consulted. I should draw a distinction between the original institution, and the subsequent administration, of the English form. For the administration of the English form I should not think it necessary to make any reference to the Governors.

46. (*Mr. Thompson.*) What Dr. Vaughan did was rather to create a new school than to change the administration of the existing school?—Yes, exactly.

47. Then perhaps that is hardly a case in point?—I have no doubt one might conceive instances in which it would be desirable to apply to the Governors; but in the ordinary administration of the school such reference is never made. If, for example, I thought it desirable that the number of home boarders or of boys on the foundation should be diminished, of course I should apply to them for that. I should not do it myself. But that is only a hypothetical case. One might, I have no doubt, frame many cases of that kind.

48. (*Lord Devon.*) Suppose that this case were to occur: assuming that you became convinced that it was expedient that a material change should take place in the system of education in the school in this sense, that either physical science or modern languages should assume a much more prominent position; perhaps even that it was desirable to permit certain boys to discontinue or materially diminish classical studies in order to pursue one or other of those two new branches; should you think it proper or essential to consult the Governors?—I should not feel myself bound to do so; but if the change proposed was considered by me to be organic and really fundamental, I should probably, as a matter of courtesy, make it known to the Governors. I say, probably I should do so.

49. There is nothing in the founder's will which would oblige you to do so?—No, nothing of the kind.

50. (*Lord Lyttelton.*) Upon what is the practice, as you look at it, supposed to rest. Do you understand that, under the will and orders of John Lyon, you are bound in strictness to consult the Governors at all upon the administration of the school as distinct from questions of property; because it seems that it may stand either upon an actual legal obligation or upon a usage which has always existed, or upon what appears to yourself from time to time to be convenient upon various grounds. I wish to know by which of those three principles you would consider yourself guided in such matters, *i.e.*, whether you consider there is any legal obligation under actual written documents, or whether it rests upon ancient usage, or whether you consider it simply a matter of discretion and expediency?—I should prefer to decline giving an opinion as to the strict obligation under the statutes of John Lyon; but I conceive I am acting in conformity with long and well recognized usage in maintaining that in all the ordinary circumstances of administration the Head Master would not feel it to be his duty to communicate with the Governors; and I am clearly of opinion that it is most desirable that in the administration of the school the Head Master should be wholly independent.

51. But in such a case as has been adverted to before, of a great change in the administration of the school, as at present advised, you would be disposed to consult the Governors as a matter of expediency, but you conceive that you are not bound to do so?—Such a question has, to the best of my knowledge, never arisen, but I repeat, that if any change in the studies of the place, which I might consider of an organic character, seemed to me desirable, I should certainly, as a matter of courtesy and expediency, think it well to consult the Governors, though I should not consider myself directly responsible to them for the change.

52. (*Lord Clarendon.*) No. 4. "These statutes and "orders contain the general trusts and directions "for the application of the rents and revenues of "the school estates, the appointment of the master "and usher, and the election of Governors, and the "other matters referred to. There are also annexed "to these statutes certain rules for the ordering of "the said school, prescribing the course of study to "be followed, and other directions." The course of study; is that supposed to be adhered to?—It is adhered to so far that the course of study pursued at Harrow is mainly classical, but it has not been conceived that the terms of these rules are at all a bar to the introduction of collateral studies.

53. No. 7. "It will be seen by the 23rd Article "of 'the rules for the ordering of the school,' at the "end of the statutes, that if at any time any of the "said orders of government of the said school should "by the greater part of the Governors be thought "'not meet and convenient,' or any other rule should "be thought by them to be wanting, the Governors, "with the consent of the schoolmaster, may make "any new order or rule for the avoidance of such "inconvenience as shall be thought fit to be re-"moved." Would you consider then that you had a veto upon any decision of the Governors in that respect?—I should have a difficulty in answering that question. No such reference to me has at present ever been made. I am really not prepared to say what the legal rights of the Head Master in that respect might be.

54. (*Mr. Thompson.*) "With the consent of the "schoolmaster" seems to imply that the Head Master has a veto?—Yes.

55. So that in fact you might, if you liked, bind yourself and your successors to perpetual celibacy?—Apparently so. They might alter it again, I presume, in their turn.

56. (*Lord Clarendon.*) "Under this authority the "requirement by the statute, that the Head Master "should be always single and unmarried, has been "rescinded, as not meet and convenient." Do you know whether in practice the Governors have simply stated to the Head Master that the requirement of celibacy was not insisted upon, or whether they have announced that the statute was rescinded?—I am not aware. When I married I did not think it my duty to ask their permission.

57. (*Lord Lyttelton.*) These rules at the end are not literally adhered to, are they?—Which in particular do you refer to?

58. For instance, that the master shall take order that all his scholars repair unto the school by six of the clock in the morning throughout the year?—No, that is not adhered to.

59. And those books which are prescribed, are they in use. You do not read the dialogues of Erasmus, or Quantini Carmina de quatuor Virtutibus?—No; we so far adhere to those rules that the course of study at the school is classics.

60. As a body of rules, they are not literally observed?—No, I cannot say they are.

61. (*Mr. Thompson.*) You do not make any declaration or oath that you will observe them?—No.

62. (*Lord Devon.*) The 24th of the orders, statutes, and rules of 1580 is: "Item, the said Go-"vernors, at every time when they shall admit a "schoolmaster or usher, shall cause the same school-"master and usher to read openly all the articles and "orders touching the office of the said schoolmaster "and usher, and thereupon shall take their faithful "promise to observe and keep the same." Is that done now?—No; no kind of oath or declaration is made by the Head Master, or, so far as I am aware, by the usher, at the time of his appointment.

63. Is any reference ever made to the Archbishop of Canterbury?—Only, so far as I am aware, when the votes of the Governors in the election of the Head Master are equally divided.

64. Are these different sources of income of the Head Master as you found them?—As I found them.

65. Have they always been so?—I believe so, during at least the last 17 years.

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66. You cannot name any time when they have been altered?—I know that some changes took place on Dr. Vaughan's appointment; but I am not able, at this moment, to state what they were. One of the changes was, that, whereas the salary paid to the assistant masters, had up to that time been 60*l.*, it was raised by Dr. Vaughan to 150*l.* That was one item among some others.

67. (*Lord Clarendon.*) Among the emoluments of the Head Master you say, "Fee of 5*l.* from (say) "20 boys in English form, 100*l.*" That English form was established by Dr. Vaughan?—Yes.

68. And is the fee of 5*l.* paid to the Head Master?—Paid to the Head Master.

69. And what fee does he pay to the master of the form?—150*l.* a year, and 60*l.* a year to the French master, so that the salaries paid to the masters more than double the sum received from the members of the form.

70. How many members of the form are there?—In general, about 22. Just now there are rather fewer.

71. You say, "I have found it very difficult to "estimate the pecuniary profit arising from each "boy in the house. In stating it at 20*l.*, I am dis-"posed to think that the estimate is too high." Do you continue of that opinion?—Yes, I continue of that opinion; but I should find it extremely difficult to state the grounds upon which my estimate was formed. It is an exceedingly difficult matter; more so than would appear at first sight. I put down the sum of 20*l.* without consulting anyone, and afterwards, when the assistant masters came to make their estimates, theirs differed considerably from mine.

72. They considered their profits were less?—They considered almost unanimously (not quite) that the profits of the masters were less. Some of them stated it at 15*l.* each boy.

73. You have more boarders in your house?—Precisely. I have 63 boys, who pay as a total 68*l.* a year. The masters of the other houses have, on an average, from 36 to 38 boys, who pay in all about 85*l.* a year. Some masters have more boys; Mr. Harris has more; but as an average their numbers range from 36 to 38.

74. I see the salaries to assistant masters paid by the Head Master amount to 2,610*l.* Are they all classical masters?—No; that sum includes the salaries paid to one of the masters in mathematics and the two masters in modern languages.

75. Have the masters comprised in that schedule any other emoluments?—All the assistant masters derive other emoluments, except the one to whom 300*l.* a year is paid.

76. The master who is said here to receive 300*l.* a year has no other emolument?—No other. He has no boarding-house and no private pupils.

77. (*Lord Lyttelton.*) It may happen that he may keep a boarding-house?—In that case his salary, probably, would not be so great.

78. If he had any other sources of income?—If he had other sources of income from the school, probably the sum paid to him would not be so great. If, for instance, he had a small house, he would be in the same position as another master, to whom 210*l.* is paid. That master has a small house, but no other pupils at all. His salary was 150*l.*, but was raised by Dr. Vaughan to 210*l.*, in consideration of his having no pupils.

79. (*Lord Clarendon.*) In the second schedule there is, French master, 60*l.* I understand that there is a master of modern languages whose salary is 200*l.*?—That is another French master at 60*l.*; the French master for the English form.

80. (*Lord Lyttelton.*) The French master of the upper school is in the schedule?—Yes.

81. Is he a Frenchman?—Yes.

82. (*Mr. Thompson.*) The French master of the English form is a different person from the master who teaches French in the upper school?—Yes, a different person.

83. Does he reside in Harrow?—He resides in London, and comes down to Harrow twice a week. I think I have explained elsewhere that the English form is examined periodically by the modern language master and the mathematical master.

84. £60 a year is all the French master of the English form receives?—That is all he receives.

85. (*Lord Devon.*) Altogether you have 16 besides the Head Master in the upper school, viz., 12 masters at 150*l.*, one at 300*l.*, one at 210*l.*, one at 200*l.*, and one at 100*l.* Does that represent the total number of masters?—No, it does not represent the total number of masters.

86. The under master or usher is not included in that number?—No, he is not.

87. Then besides those 16, there is the under master or usher, making 17 assistant masters?—Yes; and there are besides three mathematical masters, and also a classical master, Mr. Smith, who receives his salary from the under master; in fact, 21 altogether. I may refer the Commissioners to the tabular statement at the bottom of page 32, where the names of all the masters, with the exception of the Head Master and the under master, appear. We are 22 altogether.

88. Of whom I think 11 are clergymen and 11 are laymen?—Yes.

89. That does not include the master of the English form?—No.

90. (*Lord Lyttelton.*) I understand all these outgoings, as here specified, are matters entirely in the discretion of the Head Master?—Yes.

91. Suppose he pays a master a salary of 210*l.*, in the event of that master dying, is it quite in his discretion to make a fresh bargain with his successor in any way he pleases?—It is open to him to do so. Of course he would be greatly influenced by school usage in the payment he might propose to make.

92. But it is entirely in his discretion to do as he pleases?—Entirely in his discretion.

93. Has the Head Master the charge of the sustentation of all the new public school buildings?—In the main. The repairs necessary in all but the old school buildings fall on the Head Master. There is a payment made by the majority of the assistant masters to the Head Master in aid of the chapel, which is called the chapel fund. That was introduced before I came. The amount is 25*l.* 10*s.* a year. A payment of 10*s.* a term is paid by almost all the masters of houses. In the main, the cost of repairing and maintaining the new school buildings falls on the Head Master. There are always a good many things which I get mended or repainted during the holidays. Painting is one of the chief items. There are also a number of other expenses, such as window mending.

94. (*Mr. Thompson.*) There is a fund for the repair of the old school buildings?—That falls on the Governors. There are always two surveyor Governors, and I have to report to them if any repairs in the old school buildings is required.

95. You say the sum of 6,288*l.* may be taken as representing the extreme income of the Head Master. I suppose out of that the whole expenses of the private part of your establishment must come?—Yes.

96. But no part of the expenses of the two school houses?—No.

97. Probably therein resides the difficulty in making calculation of the profits?—Yes.

98. The two classes of expenses run into each other, and become confused to a certain extent?—Precisely so.

99. (*Lord Clarendon.*) After all those deductions have been made, the 6,288*l.* you consider would be the net income of the Head Master?—It is difficult to define what is meant by "net" income. Those deductions would not include all the pecuniary obligations which fall practically on the Head Master.

100. (*Mr. Thompson.*) Are those the customary charges which fall upon him for school purposes?—The difficulty is to determine what is meant by "customary." There are large customary expenses,

besides those that are obligatory upon the Head Master.

101. You mean subscriptions?—No, I do not mean subscriptions in the town. If I am asked to what I refer in my statement that "pecuniary obligations "more or less recognized" do fall practically upon the Head Master, to be deducted from the sum which I have represented as his extreme net income, I may refer to the following instances, which have taken place during my own time of office. Part of the school yard was covered with asphalt at my own expense, at a cost of about 60*l.*; part of the street by the chapel was paved at a cost of 25*l.*; a field has been drained for the benefit of the school, which has cost already upwards of 160*l.*, and will cost eventually (probably within less than a year) upwards of 300*l.* in all. That has just been done.

102. (*Lord Lyttelton.*) You are also obliged to keep up great hospitality?—The main hospitality is that of the speech-day. That I have included among the expenses of the house.

103. That is reckoned before the profits are arrived at?—Yes.

104. (*Mr. Thompson.*) You would consider, would you not, that your expenses are very much greater than those commonly incident on a person of your condition, in consequence of your being Head Master of Harrow?—Undoubtedly so.

105. Would you say double?—I should find it impossible to estimate it. Many very heavy costs fall practically upon the Head Master. In my time there is the Vaughan library. Some years back there was a bathing place, which Dr. Vaughan re-constructed at an expense of 1,000*l.* Then there was the chapel. Dr. Vaughan expended upon it probably 3,000*l.* The chancel alone cost 2,000*l.*

106. (*Lord Clarendon.*) There was a subscription from the boys and old Harrovians too towards the erection of the chapel?—Yes.

107. The chapel from first to last seems to have cost 17,000*l.*?—If you include the first chapel as well, the chapel which was founded in Dr. Wordsworth's time, it would amount to about that.

108. The Head Master contributed largely to that?—I have no doubt he did to the first chapel; certainly Dr. Vaughan did to the second. We have had two chapels in 20 years. The first chapel cost much less than the other; still it was very costly.

109. There was a subscription some years ago for building the eastern part of the school houses, and for other purposes, was there not?—Yes.

110. The boys and old Harrovians subscribed 30,000*l.*, I believe, did they not?—The special subscription to which your Lordship refers amounted to between 7,000*l.* and 8,000*l.* It was raised in my father's time, and included large contributions from the masters. 30,000*l.* would, I believe, fairly represent the aggregate amount of this subscription, of the sums spent upon the two chapels, of the cost of the Head Master's boarding house, and lastly, of the new school building, erected at the same time as the north aisle and chancel of the new chapel.

111. (*Mr. Thompson.*) Did not Dr. Butler build the house which you now inhabit?—He built a house that was burnt down, which originally stood upon that site.

112. When was it burnt down?—It was burnt down in Dr. Wordsworth's time, October 22nd, 1838. I know my father spent 12,000*l.* on that house.

113. (*Lord Clarendon.*) The 30,000*l.* of the old Harrovians and others was contributed partly towards the house in which you now live?—That was to build the Head Master a new boarding house.

114. Do you pay any rent for the houses you occupy?—I pay 60*l.* a year to the Governors for my private house, and 60*l.* also to a private gentleman for the old boarding house.

115. (*Mr. Thompson.*) Is the other house your own property?—It is the property of the Governors.

116. You do not pay rent for it?—There are two houses for each of which I pay a rent of 60*l.*

117. But not for the house in which you live?—I pay 60*l.* a year to the Governors for the use of the Head Master's private house and the Head Master's new boarding house.

118. For the two taken together?—Yes; and also 60*l.* a year to a private gentleman for the use of the Head Master's old boarding house.

119. (*Lord Clarendon.*) You say, "There is no "rule establishing any definite numerical proportion "between the masters and the boys. It is understood, however, that 35 is the maximum number of "boys in any form; and there is, of course, one classical master to each form." You think 35 boys are not more than one classical master can undertake with advantage?—I think a master can very fairly manage as many as 35 boys. I am inclined to think, however, that 30 would be a better maximum.

120. But in order to have only 30, which you think a preferable maximum, the number of masters would have to be increased?—The number of masters would have to be increased, and the number of school-rooms. There are three new school-rooms now in the process of being built, and it is contemplated that one master at least will be added to the staff.

121. One classical master?—Yes; that has been in contemplation for some time now. At present we have no room for more, until these new rooms are finished, and they will not be finished until Easter next.

122. It would always rest with you to limit the number of boys to each master?—Yes; the limitation of the number of boys in each form rests entirely with the Head Master.

123. Have you made any variation since you have been Head Master?—None whatever.

124. The Head Master takes upon himself the teaching in school of the highest form, and examines other forms periodically. How often do you examine the other forms?—My desire is to examine each form at least twice in each quarter; practically, however, I have found myself unable to examine them quite as often this quarter. I believe I shall manage it, but at first there were some very great interruptions.

125. You examine them in what they have been reading during the quarter?—I examine them usually in the subjects which they have been reading with the form master during the previous week. Sometimes I take them in an entirely new lesson; very often part of the lesson is new and part old; that is the usual arrangement.

126. (*Mr. Thompson.*) The work the form have been doing beforehand?—Sometimes. Suppose the lesson is in Greek play, for example; I take 100 lines they have done before and 20 new lines.

127. (*Lord Clarendon.*) You say the lower master is also appointed by the Governors?—Yes.

128. The lower master is generally the senior among the assistant masters?—Yes.

129. Have they ever deviated from that rule of appointing the senior assistant master?—I am not aware that they have ever deviated from that rule.

130. They have never brought in as assistant master any one who has not been previously a master in the school?—I am not sure, but I believe not; I should be very much surprised to hear they had done so within the last 60 or 70 years.

131. "Any question as to the removal of an "assistant master would be settled between himself "and the Head Master." Then in the next line you say,—"The Head Master and the lower master could "only be removed by the decision of the Governors?" Those two passages seem rather to contradict each other?—The lower master is not called an assistant master.

132. (*Lord Lyttelton.*) The first answer is not quite clear. "Any question as to the removal of an "assistant master would be settled between himself "and the Head Master." Do you mean the assistant master would ever have a voice in his own removal?—In that I intended to say this, that no one else would interfere.

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133. The assistant master is removable by the Head Master?—Yes.

134. (*Lord Clarendon.*) 13. "It is open to any "parents residing in the parish of Harrow, on appli- "cation to the Governors, to place their son or sons "at the school on the foundation of John Lyon. "The mere fact of residence, independently of the "previous duration of such residence, conveys this "privilege. The statutes of the founder contemplate "the free education of the sons of inhabitants of "Harrow at the school which he founded." Is there any limitation of numbers?—If there is any limitation of numbers, it rests exclusively with the Governors.

135. The Governors appoint the foundationers?—Yes.

136. That is to say, they assent to the application?—The way in which the admission of a boy to the foundation of John Lyon comes before the Head Master is this. Generally at the beginning of each term he receives from the solicitor of the Governors a letter containing the names of those whom the Governors have already admitted to the foundation, and they are entered in the Head Master's book, with a prefix indicating that they are on the foundation. He has no voice whatever in the matter. It very often happens, as a matter of practice, that parents apply to me in the first instance, not knowing the proper person to apply to. I always refer them to the solicitor at once. The Head Master has no power to admit boys to the foundation, or to refuse their admission.

137. They are of course home boarders?—The foundationers are in all instances home boarders.

138. (*Lord Lyttelton.*) How many foundationers are there at this moment?—About 32.

139. (*Lord Clarendon.*) The 17*l.* guineas is the entire expense of a foundationer?—Yes.

140. "To this may be added the fact that the "attention and assistance of his private tutor, for "which alone he pays a very considerable sum, are "not contemplated among the privileges secured to "him by the will of the founder." Must a foundationer have a private tutor?—I would answer the question in this way; it would, in all instances, probably, be thought necessary that a foundationer should have a private tutor. Should his parent object to pay for the assistance of a private tutor, some arrangement would probably be made by the Head Master and the tutor for bearing the expense.

141. But every boy throughout the school, if a non-foundationer, is obliged to have a private tutor, is he not?—Yes.

142. And therefore a foundationer is obliged to have one in order that he may be on the same footing as to education with the non-foundationers?—Yes. I conceive that, so far as the statutes go, the parent of a boy on the foundation could not compel us to let him have a private tutor; at the same time we always should give him a private tutor; and if his parent declined to pay for it, probably we should pay. There have been instances of cases of *bonâ fide* poor boys in Harrow, where one of the private tutors has taken the boy without being paid anything for it.

143. These are foundationers?—Yes.

144. You say there are 32 foundationers at present?—The number varies, but at present there are about 32.

145. You can have many more than that?—I believe the number of foundationers now is nearly as great as it ever was; at all events since the year 1845; therefore, *à fortiori*, before that time.

146. Residence is the only qualification for admission?—Residence is the only qualification.

147. You have no other?—No.

148. What is usually the position in life of the foundationers?—It varies extremely; in many instances foundationers are the sons of widow ladies who come to reside in Harrow, who having previous to their husbands' death been moving in affluence, are now in comparatively reduced circumstances.

149. And who come to reside at Harrow for the purpose of the school?—For the purpose of the cheaper education of their sons.

150. Is any length of residence necessary?—There is no condition as to length of residence.

151. (*Mr. Thompson.*) Do you think it is desirable that there should be some condition as to previous residence, say a year, before a boy is admissible on the foundation?—In answering that question, I should decline to give an opinion as to whether the condition proposed would adequately meet the case; but I think it would be very desirable that the Governors or the Head Master should have the power of limiting the number of home boarders. In using the term home boarders I do not refer exclusively to those who are on the foundation. At present the school may be said to be composed of two classes; the one, boys who reside in masters' houses; the other, boys (at present comparatively few in number) who reside in their parents' houses. The Head Master has the power of limiting the number of the larger class, but has no power to limit the number of the smaller class. The smaller class must again be subdivided. It consists partly of those who are on the foundation, and partly of those who do not claim the privilege of being on the foundation, but who have a right legally to claim it. If the Head Master, desirous at any time to limit the number of home boarders, should object to receive any boy whose parents proposed to enter him as a home boarder, without claiming the privilege of placing him on the foundation, the result would only be this, that the parent would say, "If you will not receive "him while he is willing to pay such sum as is "usual, I shall avail myself of my right, and send "him not only as a home boarder but as a foun- "dationer as well." Now it seems to me to be desirable that more power with reference to home boarders should be lodged in the hands either of the Governors or of the Head Master, and for this reason. Assuming it to be desirable that the total number of the school should be limited, and also that the boys who are boarders in masters' houses should constitute by far the predominant element in the school, it is plain that while the home boarder element is allowed to increase indefinitely, the other element must proportionally decrease; so that it is possible that eventually the proportions of the two elements might be very materially altered; the number of boys not residing in the houses of masters might bear a very much less proportion than they do at present to the number of those who are home boarders. But I feel more anxious that power should be given to limit the number of home boarders, as such, than to limit the number of foundationers, as such. At present, it is true, the difficulty contemplated might seem to be trifling, because the proportion of home boarders to those residing in masters' houses is comparatively small, viz., in round numbers, 40 or 50 against 430.

152. (*Lord Lyttleton.*) Fifty home boarders including the foundationers?—Yes.

153. (*Lord Clarendon.*) Might not the inconvenience you apprehend, viz., the home boarders becoming foundationers if refused to be taken as home boarders, as such, be met by the Governors, who appear to have authority by the statute of limiting the number of foundationers who should be received?—I am not aware that such a power exists.

154. Clause 12 in the founder's will provides, "And a meet and competent number of scholars, as "well of poor to be taught freely for the stipends "aforesaid, as of others to be received for the further "profit and commodity of the said schoolmaster, shall "be set down by the discretion of the Governors "from time to time." From that it would rather appear that the Governors may regulate the number of either class; so that if, on any sufficient reason, the Head Master were to decline to receive a boy as a home boarder, the Governors might interfere and prevent the parent using his privilege of residence to make his son a foundationer. They might set a limit

to the number?—I am not prepared to say what legal right the Governors already possess to limit the number of foundationers, but I believe that in practice no application for a boy to receive the benefits of the foundation has ever been refused.

155. The number now is only 32.—I suppose the applications have never been numerous enough to be inconvenient?—I have no reason to think that they have.

156. (*Mr. Thompson.*) Might not the difficulty be met by this suggestion, that a certain period of residence should be required before a boy could be placed on the foundation?—That would only postpone it.

157. Suppose a parent to bring a boy to you and say, "I want my boy to be a home boarder," and you to object on the ground that you have home boarders enough, he could not then present the alternative of insisting on his son's right to be a foundationer?—I am not prepared to say whether the condition referred to would be found to be adequate. I can see a certain means by which it would practically be evaded; for instance, parents would come to reside in Harrow with very young boys (which we find in practice to be the case), and they would place their sons at the preparatory schools which are near the place, and wait till they were old enough to claim the benefits (even subject to the condition referred to) of a public school.

158. Still it would keep down the number?—Certainly, to some extent.

159. You do not wish that the benefit should not be claimed by a certain competent number, of course?—No, not at all.

160. That condition would have a tendency to diminish the number?—Yes.

161. (*Lord Devon.*) Practically the numbers have not materially varied (certainly not in the direction of increase) for several years past?—They have slightly increased.

162. To what extent. What has been the smallest number within the last 20 years?—I really cannot say at this moment; I had a statement made out a year and a half ago, but I have mislaid it.

163. Can you furnish us with the numbers during the last 20 years?—I can furnish it if I have time to do so.*

164. Is the parish that to which the founder's will applies?—Yes.

165. Is the parish of Harrow an extensive one?—Yes, the parish is extensive. I should find it difficult to define its extent.

166. Capable of containing a very much larger population than at present inhabit it?—Certainly.

167. (*Lord Lyttelton.*) Is Sudbury in the parish?—It is a district in the parish of Harrow; it is not a parish of itself. Harrow-weald also forms part of the parish of Harrow.

168. (*Mr. Thompson.*) I suppose the assignment of a district to a new church would not affect the school right in that district in any way?—I imagine not. Practically our only means of limiting the number of foundationers lies in the power we have of obliging foundationers to conform to all the rules considered necessary for the discipline of the school. For example, all the boys are obliged, naturally, to be in school at a regular time, and the Head Master would probably, in all instances, decline to sanction any departure from those rules for the convenience of home boarders. Then, perhaps, I may say, there are not unfrequent applications (at least there were when I first came) from parents residing at a distance, asking for their sons to be excused from the 4 o'clock bill, whether they might ride, and other questions of that kind. To such questions I have always thought it right to say No. I had an application the other day from a gentleman who said he was come to live at Bushey, to have the benefits of the foundation for his son. I said I could not sanction the boy's riding over to Harrow. Therefore I leave him to decide whether he will wish him to walk over.

169. Why should he not ride?—Because one boy would thus be allowed to ride, while all the others were forbidden that indulgence. But it is our great security. If we were to allow boys to ride over, and so to come from a distance, we should be swamped.

170. (*Lord Lyttelton.*) As I understand the 12th clause of the founder's will, there is no limitation of the benefit of the school to residence in the parish of Harrow. The number of the scholars, "as well of "poor to be taught freely for the stipends aforesaid "as of others," and so on, "shall be set down by "the discretion of the Governors from time to time"?—If you wish to go thoroughly into that question, you will probably consult Mr. Young. I have understood that in Dr. Wordsworth's time, an effort was made to get some power from the Governors, to restrict the privilege of the foundation to those boys who could be fairly supposed to have been contemplated by John Lyon. We have had many cases such as these,—gentlemen who have been in India, or gentlemen residing in Scotland, coming to stay here for a time, simply to have their sons educated liberally at a cheap rate. John Lyon contemplated inhabitants of the place, *i.e.* inhabitants of Harrow.

171. But it seems to be made quite clear by the 3rd rule, "The schoolmaster may receive, over and "above the youth of the inhabitants within the "parish, so many foreigners," and so on?—That confines it to inhabitants of Harrow.

172. No doubt that is the substantial regulation?—Yes.

173. (*Mr. Thompson.*) By whom were those rules sanctioned; was it by anyone besides the Governors?—They are historically of the same date as the statutes. The MS. containing them, signed by the founder, was discovered among the papers of the late Lord Northwick, one of the Governors of the school, in the year 1843.

174. (*Lord Lyttelton.*) That is the substantial regulation (the others are matters of detail) with regard to the admission of foundationers to the school?—Yes.

175. (*Lord Clarendon.*) I understand there is really no substantial distinction between the foundationers and other boys?—None whatever.

176. (*Lord Devon.*) Do they mix with each other?—Completely.

177. (*Lord Lyttelton.*) Are the foundationers children of the tradesmen of the place?—There is scarcely any instance of it. I believe in no instance is any son of a Harrow tradesman now a member of the great school.

178. (*Mr. Thompson.*) I suppose they approved of the English form?—It is found that the English form is accepted by them as more satisfactorily answering what they conceive to be the needs of their children.

179. (*Lord Clarendon.*) Were the tradespeople and farmers of the parish glad to have that English school established?—Most certainly; they accepted it as a most important advantage to themselves.

180. But they do not seem to avail themselves of it very largely?—We have not a very great number of boys in it. The class of tradesmen and farmers in and about Harrow is not very large.

181. You say there are only about 24 boys in the English form?—About 22; there have been more; there were more boys at first. I cannot state accurately what the numbers have been.

182. Have you the means of knowing that the parents are satisfied with the manner in which the boys are taught there, and the progress they make?—I have certainly no reason to believe the contrary. The number since I have come to Harrow has remained pretty nearly the same; some go, others come.

183. Still, is it not the fact that some of the tradesmen, farmers, and so on, send their children to some London school in preference to your school?—I have known one instance (I do not think I have

* See return at the end of Mr. Butler's evidence.

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known more) in which a parent removed two of his sons who were in the English form and sent them to a school in London. I really forget at the moment the cause which he assigned.

184. (*Lord Devon.*) You say, "The statutes of "the founder contemplate the free education of the "sons of inhabitants of Harrow at the school which "he founded;" and the next sentence is, "they pay "annually 15*l.* for private tuition, 2*l.* 10*s.* for school "charges, and 7*s.* as the fee for the bathing place, "making 17 guineas in all"?—Under the head of "school charges" are included many expenses which it is difficult to specify, but a general impression of them may be given. They would include, for instance, the repair of the new school-rooms, one of those items I was speaking of just now, and again, the heavy expense of lighting the chapel with gas. The Governors contribute to the cost of repairing the old schools, but nothing to the expense of keeping up the chapel, or the new schools, or the ultimate expenses of the Vaughan library.

185. The question I wish to raise is, how far the paying of 2*l.* 10*s.* for school charges is consistent with a free education?—I can only say this, that the sums paid for school charges, form part of the total income of the Head Master; it being understood that they give him the means of keeping in order and in repair those parts of the buildings for which he, and not the Governors, is responsible. Of the fee described as school charges foundationers pay one-half.

186. (*Lord Lyttelton.*) Do the school charges appear in any account?—There is no separate account of the school charges.

187. (*Lord Devon.*) These are paid by every foundationer?—Yes.

188. (*Lord Lyttelton.*) They do not appear in the list you have given us of the receipts of the Head Master, I think?—Yes, they do; the school charges appear.

189. (*Mr. Thompson.*) I presume that charge was fixed by the Governors?—That charge was fixed by the Governors in Dr. Vaughan's time. I mean the total 5*l.*, which represents the school charges paid by the other boys, while 2*l.* 10*s.* is paid by the foundationers. I believe that rate of charge was fixed by the Governors; I cannot positively say.

190. Will you explain how the charge of 5*l.* is made up?—£5 is paid by every boy in the school, except the foundationers; they pay 2*l.* 10*s.*

191. Then the fee paid by non-foundationers for private tuition and for school charges is 15*l.*, plus 5*l.*?—Yes, that is given in the answers (II. 10), "Annual fee of 5*l.* for 'school charges,' paid in the "same manner."

192. And 2*l.* 10*s.*, as I understand, is paid by the foundationers for what the other boys pay 5*l.* for?—Yes.

193. I do not quite understand the position of the private tutor. It is compulsory on every boy have a private tutor?—Yes.

194. And they pay 15*l.* for it?—Yes. I have spoken on that subject already. It would probably be considered by the Head Master desirable that every boy, whether on the foundation or not, should have a private tutor, the fee for whose services is 15*l.* a year; but the parent of every boy on the foundation could decline to pay that fee; and in that case an arrangement would probably be made between the Head Master and the tutor, so that while the boy received the assistance of the private tutor, the expense would be defrayed in some other manner. I do not know whether it is necessary to specify the manner.

195. Would it not be more consistent with the foundation, which contemplates a "free" education, that that fee should be paid by the governing body, as it is at Rugby, and, I believe, at Eton?—Perhaps so.

196. (*Lord Clarendon.*) What is the fund the Governors have to deal with?—It is little more than 1,000*l.* altogether.

197. But there are certain fixed charges upon it?—Yes.

198. (*Mr. Thompson.*) I still have a difficulty about the public tuition and school charges. There is an apparent contradiction between answer 10 and answer 18. In No. 2 of the account, under answer 10, "public tuition and school charges" are put at 17*l.*; and in answer 18, "public tuition and school "charges" are put at 20*l.*?—Yes; because 3*l.* are paid to the lower master.

199. The 17*l.* is what comes to you?—Yes; and in answer 10 I was stating the income of the Head Master, in answer 18 the sums paid by each boy.

200. (*Lord Lyttelton.*) Respecting this English form, are you aware whether, before the establishment of the English form, the tradesmen of the town were in the habit of sending their boys to the foundation here?—I believe in a very small number.

201. They did not seem to consider it suitable?—No. Probably the Commissioners are aware that some fifty years ago there was a very important lawsuit before Sir William Grant. There was then a strong feeling on the part of several of the tradespeople against the school, and it was attempted, by an appeal to the Master of the Rolls, to alter the whole effect of the education given at the school. The case was heard before Sir William Grant, and decided against the applicants. No doubt the Commissioners can be furnished with a report of that judgment. It was given in my father's time, in the year 1810.

202. I believe you have said that as far as you can see you are satisfied with the working of the English form?—I have no reason to doubt that it is efficiently conducted. My own examination of it is confined to examining in one or two subjects in the course of each school term. I receive each week a report from the master of the progress of each boy, and at the end of each quarter the boys are examined by one of the modern language masters of the great school, and the senior mathematical master of the great school; and every Sunday morning Mr. Westcott takes part in the scriptural instruction of the boys.

203. (*Mr. Thompson.*) And they visit the form for that purpose?—Yes.

204. To what distance from Harrow do the benefits of the school extend?—There are instances of boys residing within two or even three miles; in some instances boys coming from as far as Pinner are members of the English form.

205. Would those boys not be allowed to ride in?—Yes, I should make no objection.

206. (*Lord Lyttelton.*) Is the master of the English form a University man?—No. There have been at present two masters of the English form. In both cases they have been appointed from St. Mark's Training College.

207. The English form appears to you to meet the demand on the part of the tradesmen?—I think so, certainly.

208. (*Lord Devon.*) The boys pay 5*l.* each to you?—They do.

209. That is all they pay?—Yes.

210. (*Lord Clarendon.*) Where is the school-room?—The room is known as the public room in Harrow, nearly opposite to Mr. Vaughan's house. It is a humble room. It is a room that was used a long time before we got our new schools as one of our school-rooms.

211. Is it a decent place?—It is a very common room. I do not know how to describe it more accurately.

212. Is 5*l.* absolutely all the boys pay?—Yes.

213. Do they pay nothing besides?—No, except, of course, for the few books which they use.

214. Was the room a stable?—No, it adjoins a stable. It was used temporarily as a church when the great church was under repair, and then Dr. Vaughan took it. I certainly have no reason whatever to suppose that any parents have been deterred from sending

their sons because of the nature of the building itself. On the other hand, I have no doubt that if we had a finer building it would give a style and lustre to the whole thing. It would be an advantage, no doubt.

215. Rule 3 provides that "the schoolmaster may "receive, over and above the youth of the inhabitants "within the parish, so many foreigners as the whole "number may be well taught," and so on, "and of "the foreigners he may take such stipends and wages "as he can get, except that they be of the kindred of "John Lyon, the founder." Are there any kindred of John Lyon who ever present themselves under that clause?—About a fortnight back, for the first time, I received a letter, in which a gentleman asked me whether he would gain any special privilege from the fact of his being, as he believed, a kinsman of John Lyon. I wrote to say I was not sure in my own mind that any man could claim special privileges unless he came to reside in the parish of Harrow, but that, feeling unable to decide that question, I thought he would do wisely to write to the solicitor of the Governors, and I presume he has done so. Never before, that I know of, was such a claim preferred. The question, I suppose, would be, whether the fact of being of the kindred of John Lyon, without residence, would give the qualification. I do not know how that would be.

216. (*Lord Lyttelton.*) You could not take "sti- "pends and wages" of the kindred of John Lyon under that rule?—Not if they have the qualification.

217. (*Lord Clarendon.*) 18. "The annual expenses "of many boys would not exceed 135*l.* With a few "they would reach as much as 180*l.*" With very few I suppose they would reach 180*l.*?—Very few.

218. (*Lord Lyttelton.*) Would you state the average expenses of your boys at 160*l.*?—No; I should say they are under 150*l.* with the great majority. If you take what I may call a practical average instead of a mathematical average, I should say the average expenses of the majority are even under 145*l.* per annum. The majority of bills that come in to me each quarter are under 50*l.* Of course the expense would be more in other houses, because I have more boys, and the charges to each boy are less. I may perhaps mention that in some bills "journey money" is not included. In some masters' houses it is included; that of course makes a considerable difference. I think the masters of small houses will say it is not in theirs. To boys going to Ireland or Scotland this item makes a great difference.

219. (*Lord Clarendon.*) 19. You say you answer the question by taking an average of the number of boys who, during the year 1860, were charged with payments for public or private tuition. "During "1860 there were on an average 478 boys on the "school list, from which number 35 may be sub- "tracted as representing boys on the foundation, and "a few boys absent for a quarter. Boys on the foun- "dation pay only for private tuition. The estimated "total sum will then be made up of the following "items." That amount, which is clearly made out, makes the total 18,098*l.* 14*s.* That is for a year, I suppose?—Yes.

220. For 443 boys?—For 443 non-foundationers, and for 32 foundationers as well.

221. We have had an answer to that?—Yes.

222. (*Lord Lyttelton.*) The number of home boarders not being foundationers is about 30, is it not?—It is now about 20. I could with a little time give the exact number.*

223. (*Lord Clarendon.*) 21. I think you said you did pay a certain amount of rent to the Governors?—60*l.* a year. I receive 50*l.* and pay 60*l.*

224. It rests entirely with you what shall be the number of boarding houses; to fix the maximum number?—Yes.

225. Do you contemplate any further extension of the boarding houses? Is there sufficient room in the different houses for the boys?—Certainly, at the present moment.

226. (*Lord Lyttelton.*) You say "there is accom- "modation at the boarding houses for about 450 "boys." You have more boys than that?—That is the accommodation of the boarding houses. There are besides those who board at home.

227. Still there is an excess?—If you add together the maximum numbers of the different houses they come to about 450.

228. The foundationers are not included at all?—No, nor the other home boarders.

229. You say the number of boys in the school is 482?—Yes; I think during the present year it has been 482 or 483. This time last year it was 492.

230. (*Lord Clarendon.*) You say, "I have already "alluded to the distinction between our 'large' and "'small' houses. It rests, of course, entirely with "a parent or guardian to decide whether he enters a "boy at a large or a small house. In the 'small' "houses the boys take their breakfast and dinner "with the master and his family, are more distinctly "recognized as members of his family, and doubtless "enjoy a more intimate relation to him, and a more "immediate personal supervision than is practicable, "or perhaps desirable, in the 'large' houses. The "rooms of a 'small' house have seldom more than "one bed, or two beds, in them. In the 'large' "houses the rooms have generally either one bed or "two beds; and in a few cases there are rooms with "three, four, or even five beds. Whether a boy is "placed in a room by himself, or with one or more "companions, depends entirely on the discretion of the "house master, who will be guided in no respect by "the rank of the boy, but probably by his age or "position in the school. The charge is uniform. "The papers which I have enclosed from the as- "sistant masters will show the nature of the accom- "modation provided in each house." The difference in the charges at the large and small houses is very great?—Yes, the difference between the two is certainly very large.

231. (*Lord Lyttelton.*) According to the joint answer of the assistant masters, the total average of a boy's expenses in the small houses is no less than 210*l.* per annum?—Yes.

232. As the difference is so great, I wish to understand what the precise advantages are of the small houses, and what raises the expenses so much?—I can state what I conceive to be the advantages received; but I am not able to explain accurately from my own personal knowledge what it is that necessitates so marked a difference in the expense. I cannot myself tell you, without going very fully with each master into his house expenditure, what it is which makes it necessary for him, if he is to receive any profit at all, to charge so much more for board than is thought necessary to be charged at the large houses. With regard to that I take the statement which is made by the whole body of the masters of small houses, when they state what their profits are; and I observe, as was to be supposed, that they lay great stress on the undoubted fact that there is a very much greater risk with a small house than with a large one. It is there stated, I believe, that if there are fewer than four boys in a house, the house does not answer at all. It is only when its number is completely full that the profits are considerable.

233. (*Mr. Thompson.*) The masters say, "The "average profits on the sum of 135*l.* paid for board and "tuition in a 'small house' may be estimated at 50*l.*; "but this estimate is based on the supposition that the "number of boarders in the house is always complete. "According to the present rate of fixed and necessary "expenses (rent, taxes, wages, &c.), in most of the "small houses, which are calculated to receive seven "boys, four boarders would not repay the outlay in- "curred for their reception. As the number varies "from five to seven, the profit on each boarder varies "(about) from 10*l.* to 50*l.* per annum"?—The statement of the masters is that four boarders would not pay the outlay which a house involves. That I have gathered from them in conversation.

* See return at the end of Mr. Butler's evidence.

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234. Suppose these gentlemen (the masters) were resident in Harrow, or in any neighbouring village, and were not at all connected with the school, but opened their houses for the reception of eight or ten pupils, as the case might be, what remuneration do you think they would be entitled to, considering their antecedents as scholars?—I should find it very difficult to fix the amount.

235. What would they, as private tutors, obtain from their pupils, supposing they took six private pupils, we will say, in the country, without any connexion with the school?—In the only instances which I can call to mind of tutors who receive a certain number of boarders, (I am not prepared to say how many), they receive to the best of my knowledge 200 guineas a year.

236. Is not that a common remuneration for private tutors?—Very common, I believe.

237. Do you know of tutors of the distinction of three or four of these gentlemen who would take pupils at less than 200 guineas?—I really do not know.

238. (*Lord Lyttelton.*) It is clear those advantages are sufficiently important to keep these small houses almost always full?—The small houses are generally full.

239. Mr. Bradby with a large house puts his profit at 29*l.*?—His house is in size an intermediate one.

240. The difference between that and the cost at a small house is 40*l.* a year?—About that.

241. The large houses, I suppose, are not more than that?—About 15*l.* less.

242. You are prepared to state what are the advantages of the small houses?—If I am asked what I conceive to be the importance of the small houses, considered from a school point of view, I should say that while, on the one hand, I have a strong conviction that if a boy is thoroughly qualified by temperament and by health to gain the full amount of benefit which the public school system is capable of affording, he will gain that benefit, and that bracing influence most thoroughly as a member of a large house; there are, on the other hand, as my experience has shown me,—perhaps, I should say, as my short experience has shown me,—numerous cases in which a boy is so constituted that he would not be well adapted for the public school system as developed in the large houses, and this from various causes, partly physical, partly intellectual; and I should say such a boy would derive very great benefit and protection from being a member of a smaller body, where the counsel and the supervision of the master can be brought more constantly to bear. At the same time, it may, of course, be asked whether any means are provided for sending to the larger houses the boys best adapted to them, and for sending to the small houses those adapted to them. To that I may reply, that it would clearly be impossible before the boys come to the school, to estimate what the peculiarity of each character will be. That must inevitably be left to the feelings of the parent. If the parent has reason to know beforehand that his son is of a delicate temperament, or if, as many parents, rightly or wrongly are convinced, he feels that his son will benefit from a constant supervision on the part of the master, and shrinks from placing him among a large number of boys, where that supervision will necessarily be less, then a small house seems to be the natural resource for a parent with such feelings. And doubtless, it would frequently happen that a parent who had not the means of sending a boy to a house of that limited number, would shrink, rightly or wrongly, (I do not take upon myself to decide which), from exposing his son to the public school system at all. I may add that it not unfrequently happens that boys are transferred from the large houses to the small, and from the small houses to the large. It not unfrequently happens that boys who have begun their course in a small house, and may be supposed to have been there fairly habituated to the public school system, are by the advice of the small house master, removed, during the latter part of their career, to the freer system of a large house. On the other hand, I have myself, in more than one instance, recommended boys of a peculiarly delicate temperament, who seemed to me to be suffering from the rougher system of the large houses, to remove to a small one; and that has, beyond all question, been attended with the happiest results.

243. (*Mr. Thompson.*) Do you think a small house combines the advantages of private tuition and of a public school? Is that the attraction in the eyes of parents?—I should put it in this way. I believe parents feel, somewhat vaguely, that there is in the public school system, and in the connexion with a public school, a value which they cannot find under any other system; but at the same time they have fears, either well founded or in part erroneous, that the entire system of a public school, (by which I understand the free, and, as it may be called, rough *régime* of a large house) is something from which they would shrink from exposing their sons.

244. (*Lord Lyttelton.*) I believe the number in the small houses is limited strictly to nine, is it not?—The limit is fixed at seven, and in no instance is it exceeded without my knowledge and sanction. I might be influenced by knowing whether the house had just previously been full. A house, for instance, has had two vacancies for some time; that has been a very serious loss, and I should be prepared to sanction a larger number in that case, as some compensation.

245. (*Lord Devon.*) Has it ever occurred to you, as a possible objection to a small house, that a bad boy would exercise more readily, and in a way that is more uncontrolled, a prejudicial influence on the other boys in the house?—I think that is true undoubtedly, just as in a family of seven the influence of one member of the family is more felt than if he was one of 60, *i.e.*, if he had 60 companions instead of six. So undoubtedly it is in a small house. Of course, the converse also is true: the good influence is felt more.*

246. (*Mr. Thompson.*) On the other hand, would the master be more likely to counteract the evil influence a bad boy might exercise?—Yes, that is also true. If I am asked whether I have observed any material difference in the tone of a small house and a large house, I cannot say that I have. It is a very difficult thing to arrive at.

247. (*Lord Devon.*) With regard to the opportunities of study, are not those greater in a small house than a large one?—Yes, I should say so, undoubtedly. In small houses, and with home boarders, the temptations to be idle are certainly less. The truth is, that in large houses the temptations are greater, and the bracing influence on boys capable of sustaining them is proportionally increased.

248. But looking to merely the material arrangements of the house, does not the greater opportunity of privacy in a small house assist a studious boy, and prevent him from being impeded, as he otherwise would be, in reading?—I was contemplating that principally. Wherever there are a large number of boys, the danger is that they will congregate together, and create more or less of disturbance, and that of course is, so far as it extends, prejudicial to study. Still we do not find among the upper boys that more work is done in the small houses or among the home boarders. During the first two years I generally find the home boarders more especially, rather than the small house boys, get the start of the others. After the first two years I have observed no difference at all.

249. There is one question, arising upon the difference between large and small houses which I should like to ask, viz., as to the number of boys in a room. What is your view as to the advantages or disadvantages of single rooms with not more than one boy in them?—The truth is, I have never very fully considered that question.*

* For a fuller answer to this and the following questions, see question 747.

250. Has it ever been present to your mind that certain disadvantages might in certain cases result from having two; that you should either have one boy in a room, or three, or four?—I think undoubtedly, assuming there is more than one boy in any particular room, it is important that the boys should be as nearly as possible of the same age; but with that condition I confess I should not apprehend any moral—I lay a stress upon the word—any moral inconvenience arising from any number of boys being congregated together in one room.

251. Do you see any distinction between two boys in a room, and three or four; a point which is sometimes raised?—The disadvantage of a large room appears to me to be this, that there are far more opportunities of carrying on games, which are, of course, of themselves disturbances of study. That is my opinion of the danger likely to arise from a large room, but I do not conceive any danger could arise from the mere contact of a number of boys with one another.

252. Taking the use or disuse of private prayer, how does the arrangement of the rooms bear upon that, do you think?—No doubt there would be in a room where there were many boys of the same age an increased difficulty in a boy saying his prayers regularly without interruption, partly from the natural giddiness of boys, which comes out more prominently when there are many together, and partly from the increased possibility of disturbance.

253. Where there are, say, four boys together in a room, supposing one of the boys to be of a much higher form than the other three, would he exercise a certain degree of authority in case of a disturbance, or would the appeal be to the head of the house, who would do it?—I can only answer the question indirectly. Speaking generally, if a disturbance is known to have taken place in a particular room, the head boy of the room will be held to a certain extent responsible, allowance of course being made for his recognized influence, or want of influence, for his want of physical or other strength, and in general for his position in the school. But he would certainly be held responsible.

254. Have you a recognized head in each room of three or four boys, or would it be merely the senior boy?—Merely the senior boy.

255. (*Mr. Thompson.*) You think it desirable that boys in the same room should be all of the same age?—The real truth is, I have never very accurately attended to that question. The only question I have practically attended to is this; having myself, we will say, one room with two and one with three boys, I have considered how I could best arrange them, and that has been mainly according to their size and position in school.

256. Is there not less restraint between boys of the same age than between two boys of 13 and 18?—Yes; if you place a sixth-form boy in the room, I think it would be another thing; therefore I hold they should be quite of the same age or of very different ages.

257. Would not a boy of 18 be more likely to put a stop to any kind of impropriety on the part of a boy of 14 than another boy of 14 would, or even a boy of 16?—Yes, probably; if the case be assumed, of a boy of right feeling of the age of 18, and one of 14, the elder boy would be more likely to prevent anything improper than another boy of 14 would.

258. A kind of parental relation?—Yes, or rather that of an elder to a younger brother.

259. (*Lord Lyttelton.*) Does it appear to you, except in the case of brothers, there is an advantage in each boy having a single room to himself?—I should say as boys became young men there is.

260. Take the age of 14?—No; I am inclined to think to a boy of 14 it is immaterial whether he has or has not a companion, provided always security is taken to prevent disturbance or noise. On the other hand, in the case of a boy of 17 or 18, it does seem to me to be desirable to give him a room for private study.

261. Are you aware that boys themselves prefer to be alone?—Speaking from my experience of a large house, it is undoubtedly considered a privilege to have a single room.

262. But you think partly depending on the age of the boy?—I think it is mainly on the ground that it is a tradition that when boys go up in the school they get a single room, and so they consider it an honour.

263. What is the difference as to the amount of superintendence, between the large houses and the small? Is it simply a question of degree? Does the master of a large house consider himself bound to attend in the way of general supervision to the boys in his house, just as much as the master of a small house does to his, except the difference of degree, *i.e.*, that in the one case you have to supervise 40, and in the other seven or eight boys; or what is the difference?—I am afraid to give the Commissioners the experience of any other than my own house; but I should judge from that that the master of a large house would wish to govern the boys of his house mainly through the upper boys rather than by the immediate action of his own influence. He probably would be very intimate with the upper boys, and would see the others in private only occasionally.

264. So, in fact, representing the general system of the school itself?—Yes.

265. That is as you govern the whole school, namely, through the upper boys?—Yes.

266. So that, in that view, the small houses would be rather exceptions to the general system of the school?—Yes.

267. You think they are rather for boys of special temperaments?—Yes; it seems to me that we have to meet, and practically small houses do meet, the partly reasonable and partly unreasonable fears of parents.

268. What is the total number of boys in the small houses?—About 70. With regard to the question of more than one boy in a room, I am by no means certain, as a matter of fact, that boys do always prefer being alone in a room. The elder boys certainly do, but below the fifth form I should say not.

269. (*Lord Devon.*) What restrictions, if any, exist as to hours, between the boys of one house visiting the boys of another. Suppose a boy in your house has a couple of friends in another house, could those two boys come and sit in his room?—I could not answer that question very accurately. In the upper part of the school there certainly would be no sort of difficulty between boys of one house visiting another. On the other hand, in the lower part of the school, a boy of one house would feel a certain shyness in entering the house of another. And a boy in a small house, or a home boarder, would feel that shyness still more strongly.

270. (*Lord Clarendon.*) At the top of page 13 you say, "the boys, in the great majority of cases, do "their work in the same rooms in which they sleep." They never do work in the school, do they?—Does your Lordship mean under the supervision of the master?

271. I mean the work they prepare themselves?—The work they prepare themselves they do not prepare in school at all. We shut up and lock the school rooms. In the fourth form the work by day is all prepared and done in school, but that is with the masters.

272. Do the masters work with their own pupils in their private rooms?—Not in their private rooms. In certain parts of the school certain lessons are always prepared with the tutor in pupil-room. Otherwise, a boy would not go to the pupil-room to prepare his school work; he would go to his own room.

273. Have they sufficient accommodation in their own rooms. They have tables, I suppose?—Yes, in every room they have a table.

274. They have also desks?—Probably in all cases.

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275. "Schoolwork is prepared by the boys in their "own or one another's rooms, except so far as it is pre- "pared with their tutors." I do not know whether this will begin the tutorial question. Perhaps any answer to that had better be postponed?—I think I could not answer with positive accuracy (though there would be very few errors probably) any question as to the exact amount of work done by the tutors. I could answer it with a near approximation, but you you could not get evidence on that head from anybody better than from Mr. Harris. I have not myself had personal contact with the tutorial system, not having been a tutor.

276. 23. This question relates to diet. Is not the dinner hour, being at one, rather too early? Is it so good a division of the day as two o'clock? I have heard complaints about it at various times from various quarters?— Of course a change in the dinner hour would involve an entire change, for good or otherwise, in the work of the afternoon. I may say the subject has been, to a certain extent, under my consideration, with a view to making some alterations in the work of the forms. As at present advised, I should be disposed to think that if the dinner hour were put off as late as two o'clock it would be too late; and as to half-past one, it would be, so far as dinner is concerned and the health of the boys, an improvement if only we could make the school regulations harmonize with it. There are, however, difficulties; you would have, for instance, less cricket in the afternoon if you had dinner at half-past one.

277. What do the boys think of it?—I do not know that they are aware that the matter has been under consideration.

278. (*Lord Devon.*) Nine is the beginning of breakfast?—Yes; but it is a very short meal; twenty minutes I should think would finish the meal with the younger boys.

279. (*Mr. Thompson.*) They have only bread and butter?—They have often eggs.

280. Provided by the master?—No, they have not in general eggs provided by the master. I have heard since I gave in my answers that one of the masters of the large houses does provide eggs. As a rule, it may be said that meat is not eaten.

281. What is the rule as to coffee or tea?—They have both, and take their choice. In some houses a large machine for boiling eggs is brought in every day; so that if the boys bring their eggs, they are boiled for them. I have always myself brought in to me at breakfast a sample of the loaf which is given to the boys in the house, and at lunch we have the same meat or meats which the boys have had at dinner.

282. (*Lord Clarendon.*) I may mention the two complaints one is in the habit of hearing are of raw meat and rancid butter?—Raw meat means bad cooking. As to rancid butter, I do not know how that is. It is difficult to get good butter at all times. Great pains are taken in my own house to procure good butter, and I have no doubt it is the same at the other houses.

283. (*Lord Devon.*) Can you state what quantity of meat per day a boy eats?—I am not able to state. Perhaps the housekeeper may be able to tell me. The whole household consists of 80 or 90 persons. I could tell how many pounds of meat are consumed in a day.

284. (*Lord Clarendon.*) 25. "The profits of most "of the masters depend very considerably upon their "boarding houses." Is there any master who has not a house, or have all the masters boarding houses?—Mr. Bowen has none; his salary was 300*l.*, and I raised it to 400*l.* There is Mr. Smith again, who receives 300*l.* from the second master; he has none. We have no other classical master at present who has no house. The mathematical masters now have all boarding houses.

285. (*Lord Devon.*) There are masters who keep houses, are there, who do not take forms?—There is no master who has a house who has no instructional work; every one has some. There are two, Mr. Oxenham and Mr. Westcott, who have no forms, but they are both tutors. Mr. Bowen and Mr. Smith have forms, but are not tutors.

286. A mathematical master with a boarding house is exactly in the same position as a classical master with a boarding house?—In exactly the same position, except that the boys have to go for their classical tutor to one of the masters of the small houses.

287. But the general supervision is that of the mathematical master who is the master of the boarding house?—Yes.

288. At the end of answer 23 you say, "At "breakfast and tea the sixth form, and in some "houses other boys in the upper part of the school, "have their meals in their own rooms?"—I limited that answer too much at first. In my own house it is only the sixth form.

289. By whom are those meals prepared?—They are prepared entirely by the servants, and in most of the houses, I think, they are taken up by the servants.

290. Taken up as well as prepared?—In my own house they have always been taken up by fags. They are put out on a table close to the hall, and are then taken up by the fags.

291. Do not the fags toast the bread?—As a matter of fact there has been some change since my time as a boy: The toasting is now generally done by the housekeeper. Still if a sixth form boy wished to have any extra piece of bread toasted, he would tell his fag to do it, and the fag would take it to the nearest fire, which would be his own. The real fact is, that it is done in the first instance by the housekeeper. I do not think that used to be so.

292. (*Lord Clarendon.*) 27. "In addition to the "annual fee of 60*l.* for board and washing paid by "each boy, there is a fee (also annual) of 8*l.*, which "is intended to cover the expense of lighting, fur- "nishing, and repairing his room." Was that the fee in Dr. Vaughan's time?—Yes, that is the fee which existed in Dr. Vaughan's time. There is no profit at all upon that. It is assumed that that is as near an estimate as can be made of what is actually expended upon those items.

293. Would you consider that those items cost you 500*l.* a year?—I never put it to myself in that way. I never made an estimate myself. I may state, however, that another master of a large house, who is an exact and careful accountant, estimated the corresponding cost in his own house at 10*l.* a boy.

294. The wear and tear?—Yes, with the other items referred to in my printed answer,

295. Lighting includes gas, does it?—It includes in my house gas. I have only had gas a very few months. I used to have Palmer's lamps. I consider I lose a trifle by the substitution of gas, but very little; it is almost the same thing. The charge of 8*l.* includes replacing the chairs and other things, and especially repainting the doors, beds, book-cases, and so on. That is the most constant item, for the amount of painting and papering is excessive. When we had the scarlet fever, a year ago, it cost some 150*l.* altogether. That is one of the accidents you have occasionally. The rooms had just been done a few months before, and when the scarlet fever came they had to be done again.

296. I can scarcely imagine that in one year it could cost 8*l.* for repairs?—And new furniture.

297. (*Mr. Thompson.*) What is the cost of the lighting of all those rooms, do you suppose?—I cannot say. I did have an estimate made out, comparing the cost of the lamps with the increased cost of the gas, and I forget what the result was, except that I know it is pretty nearly the same. I think all I ought to say in evidence about that 8*l.* is that I did not myself estimate the items which it covers, but that that sum is supposed not to involve a profit, but simply to cover the expense which is practically found to exist.

298. You found it as it was in Dr. Vaughan's time?—Yes; the carpenters' bills and painters' bills, every quarter, are enormous.

299. (*Lord Clarendon.*) Are there not some of the houses where repairs are charged in the bills, and carpenters' bills sent in besides?—I think in my schedule of accounts, which I inherited from Dr. Vaughan, there is a far-sighted item for "mischief," but I am not sure whether that has actually been charged. That would be applicable, for instance, to the case of a boy taking a poker, as is not unfrequently done, and sending it through a partition wall. If a boy wantonly defaced a wall, I should feel myself justified in charging him with the cost. I believe, in fact, the charge has never been made.

300. Practically this covers those items. There are no carpenters' bills sent in to the parents?—Never. Speaking of my own house, I am convinced that no such charges have ever been sent in. I have more than once intended to do so, but at the last moment I have forgotten it.

301. And no charge for repairs is made to a boy on leaving?—No. I believe it is a pretty certain and careful estimate, and that I could show it is understated, if anything. I believe it does not cover the expense.

302. (*Lord Lyttelton.*) In the majority of cases, do the parents ask you for advice as to the tutors, or do you think they know of them from their own connexions?—In the majority of cases they do not apply to me, except where it is a question of selecting a tutor for a boy in my own house.

303. (*Lord Clarendon.*) 31. "In round numbers "our total is 450, really about 480, while the number "of new boys that come to us yearly is about 150, "really somewhat less"?—I feel that may vary; a few more years would give me more accurate data for judging. At the present moment I consider our numbers are full. They vary between 470 and 490; and it is practically a matter of chance which of those we have. It depends on whether a master happens to have made his calculations for filling his house quite correctly, and still more upon the chance, over which we have no control, what may be the number of fresh home boarders in any particular quarter. Last year there were more home boarders than this year, but practically we may be said to be full now, and it is a matter of chance whether we have 470, 480, or 490.

304. (*Lord Lyttelton.*) Do you find more applications for admission to the school than you are able to comply with?—I find it difficult to answer that question precisely. The way in which the matter comes before me is this; a parent, who may be supposed to know none of the masters of the school, writes to me as Head Master to ask whether his son can have admission to the school. I always reply in substance that he would do wisely to make immediate application to some one of the masters, with whose names I furnish him in a printed paper, adding that admission to the house of a master is followed as a matter of course by admission to the school. This implies that the only difficulty is to gain admission to the houses. If I have no vacancy in my own house for some time coming, I generally, as a matter of convenience, inform him of that; after which I seldom hear any more of the matter, and therefore am unable to say whether he does or does not succeed in finding admission for his son.

305. Is it necessary or prudent for any one who wishes to enter his son at this school to give considerable notice?—Yes, practically it is prudent for parents to give at least two years' notice before a boy enters the school.

306. (*Lord Clarendon.*) Part III. The examination for matriculation is confined to Latin and Greek, is it not. There is no English?—Speaking from my own experience, it has been confined to Latin and Greek. At one time mathematics came in, but it was found the result did not answer, simply because it did not affect the boy's position in the school. It was not thought, in other words, desirable to lower his place in the whole school because his proficiency in mathematics at the time of entry might be poor.

307. If it was known beforehand that that was the requirement of the school, and that mathematics were looked up to and respected here, the boys would come prepared for that, just exactly as they would with Greek and Latin?—No, I think not. At all events, I do not think we could rely upon that in the present state of education. Without reference to what took place before I came, I can give a reason why I think it undesirable to take mathematics into account in fixing a boy's place in the school. The reason is this, that the main study at Harrow is that of the classical languages. If, therefore, we place a boy according to what we conceive to be either his general ability, or his general acquirements, we may place him very far below the main work which he is perfectly competent to discharge. The truth is, there is no way at Harrow of estimating a boy's general proficiency apart from his classical proficiency. It is impossible to compare two boys when they first come, and say one is fit for a higher grade in respect of his greater general proficiency, taking into account mathematics as well as classics. We can only test him by the one study which is confessedly the predominant study.

308. But might you not require a certain amount of mathematics, we will say, as a test of proficiency on admission?—The only way in which we could do that would be by saying that no boy should be admitted at all who did not satisfy some requirement in mathematics. We could not take it into account in fixing his place.

309. (*Lord Lyttelton.*) Could you not require a minimum of mathematical and arithmetical knowledge?—Yes.

310. (*Lord Clarendon.*) By simply requiring Latin and Greek, you directly discourage and show the little importance you attach to anything else?—I cannot admit that inference; but I can understand that, practically, we might put a certain pressure upon private schools by requiring from all boys on entering Harrow a certain minimum in mathematics and modern languages.

311. Practically you do nothing of the kind?—Practically we do not.

312. (*Lord Lyttelton.*) Practically you may say this, that a certain knowledge of Greek and Latin necessarily implies a certain knowledge of English?—Yes; but your Lordship (*addressing Lord Clarendon*) has been rather assuming that those studies were discouraged by us at private schools, *i.e.*, that by our not insisting upon mathematics or modern languages, as a preliminary examination, we discourage those studies at private schools. I do not think that is the fact.

313. In the second part of this answer is the word "removal" quite the word that ought to be used. If I understand it rightly, it means that a temporary postponement of his admission would be recommended, does it not. It does not mean that he is first admitted and then removed, does it?—I certainly did mean that.

314. Look at the whole sentence: "If a boy were "to show a very gross ignorance of the elements of "those subjects, still more if he were unable to write "or spell with tolerable accuracy;" does it not mean that in that case it would be recommended he should be withdrawn, and brought up again?—The truth is that in stating a hypothetical contingency which never happened, I contemplated what your Lordship says; but as a matter of fact, the way in which the principle would be applied is, that the boy would be admitted, and in about a week or a fortnight (in very few instances it occurs), I should recommend the parent, especially if the boy were in my own house, to take him away.

315. Are they generally able to spell pretty well?—There are some who spell very badly, but there are none who spell so badly that we should feel

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it to be our duty to refuse them admission on that account. I am disposed to recommend a boy's temporary removal, *i.e.* the postponement of his admission, in case he is totally ignorant of Greek, or especially, wholly ignorant of Latin verses. I do not think we can teach those fundamental elementary subjects, in their primary stage, so well as private schools and private tutors, and that I do not scruple to tell the parents.

316. You have no school like the lower school at Eton, which is a preparatory school?—No.

317. (*Lord Clarendon.*) "When a boy has been "three quarters, *i.e.*, one whole year, he is con- "sidered to have a *primâ facie*, though not an abso- "lute claim to a remove, independent of intellectual "acquirements." That happens pretty often, does it not, that a boy has a remove under those circumstances?—No; as a matter of fact the cases are rare in which any boy is three quarters in a form. I was thinking of what took place at the beginning of this quarter. There were very few indeed who got their promotion in that way. The form in which it generally happens is the upper sixth form, where the vacancies may have been very few for a certain time, and consequently the stagnation in the form below is considerable. Also in the third fourth and second fourth forms. In those two forms, in which boys are placed who are exceedingly ignorant when they first come, we find it hard to guard against stagnation—I mean by "stagnation" any boy's remaining a long time without getting a remove—because it is generally found that the new boys who come in at the beginning of each quarter beat him, and thus get their remove, so far as merit is concerned, before he can. Those are the forms in which we find the greatest proportion of boys getting their removes by lapse of time.

318 (*Lord Lyttelton.*) You have no first and second forms?—No; and the third form has rarely more than three boys.

319. (*Lord Clarendon.*) That which they call "charity removals," is that usual?—It has not been frequent; it has been exceedingly rare since I have been here. What we complain of now is that boys get their removes too rapidly after they return from the summer holidays. After the great departure of boys, which takes place in the summer, the difficulty is to prevent a forward boy taking a double remove. It constantly happens, for instance, that the whole of the second shell is moved up into the first shell, and also about ten boys of the third shell; and so about ten boys get a double remove.

320. (*Lord Clarendon.*) Without having specially earned it?—Without having specially earned it.

321. (*Lord Lyttelton.*) I do not understand the principle of moving a boy up who is not entitled to it by his acquirements?—The principle is this: when the school is full we keep each form at its maximum, filling up its vacancies by promoting boys from the form below. In regulating the promotions, as I have explained in my printed evidence, two-thirds of those promoted are selected by merit, the remaining third of the vacancies being reserved for any boys who may have been for three school quarters in any form. It is of this latter class that I say in my answer, "when a boy has been three quarters, "*i.e.*, one whole year, in a form, he is considered "to have a *primâ facie*, though not an absolute claim "to a remove."

322. But you do not actually bind yourself to move them up after they have been three quarters in one form?—No, we do not absolutely bind ourselves. When a boy has been grossly idle—notoriously idle—ostentatiously so—we should not give the remove; but in almost all other cases we should. It rarely happens, however, that there are a sufficient number of boys who have been three quarters in a particular form to fill one-third of the vacancies at our disposal.

323. You think it is better a boy should not remain so long as three quarters?—Certainly; I think it is a pity a boy should remain longer than two quarters in a form.

324. (*Lord Clarendon.*) You say, "scarcely any "boy remains after completing his 20th year"?—Hardly ever.

325. "The masters meet at least once every fort- "night at the house of the Head Master." It is a regular thing for the masters to meet once a fortnight?—They meet regularly once a fortnight. I believe I am correct in stating that in Dr. Vaughan's time the masters were in the habit of meeting on the same evening in every week. They then assembled once a week in the drawing room of the Head Master, when, if there was any business which it was considered expedient to discuss, they adjourned into another room where the usual business meetings were held.

326. And now it is once a fortnight?—At present the plan is to meet every fortnight regularly in my house for business. I do not summon them oftener, but I always do summon them every fortnight regularly.

327. (*Lord Lyttelton.*) On a fixed day?—Always on Wednesdays, except when there is some special reason to the contrary.

328. As to the direction of the studies of the school; it is absolutely in the Head Master, is it not?—The full responsibility of fixing and altering, if necessary, the studies of the boys rests with the Head Master, though he would naturally attribute the very greatest importance to the opinions of his colleagues, whether expressed at their meetings or privately.

329. No book could be altered by an assistant master?—Not alone.

330. You are in constant communication with all of them?—Most constant, I may say. Supposing I wished to make any alteration in the rules of the school, I should probably, if I saw my way very clearly, in order to simplify the matter, bring it forward and show that I wished it to pass; but more commonly, especially if I had not the details of it to guide me, I should form a small committee requesting them to furnish me with those details. That was done during the last holidays. The senior mathematical master, together with one of the fifth form, the shell and the fourth form masters acted as a committee, and they made an important report.

331. (*Lord Devon.*) That led to some alteration?—It led to one important alteration. We have cut one hour out of the work of the shell on Friday. Instead of their having three hours, from 10 to 1, we have taken out the hour from 10 to 11; and the composition is from 10 to 12.

332. (*Lord Lyttelton.*) I understand there is no difference, except of an honorary kind, between the usher and the rest of the assistant masters; he has no more independent power than any other master has?—No; in point of authority I should say he would not enjoy an authority greater than that of the other masters; no direct authority.

333. (*Lord Devon.*) Does he flog?—No. Flogging has been greatly reduced from what it was in former years.

334. (*Lord Lyttelton.*) You say nearly all promotions are gained by merit?—Yes.

335. Except those who remain three-quarters of a year in the same form?—Yes.

336. What do the "two lowest forms" mean?—I was speaking of the third division of the fourth, and the second division of the same form. I say "that in general the number of boys who have thus "remained for a whole year in a form is very small, "so that practically, except in the two lowest forms, "nearly all the promotions are given by merit." Still a very considerable number in these two forms are given each quarter by time, for many boys have a tendency to stagnate there, and the only way of moving them is to lift them up by force.

337. (*Lord Clarendon.*) "The marks are added "together at the end of the quarter, when there is an "examination for each form." Who examines?—I have stated that in answer 12. "The papers of "each form (below the sixth) are looked over, though

" not always set, by its own master. The mathe-
" matical masters examine the whole school in ma-
" thematics. The modern language masters examine
" the whole school in modern languages. In the
" sixth form the examination is on each occasion
" conducted by a graduate, or two graduates, of
" Oxford or Cambridge, assisted by two of the assis-
" tant masters. The examination in this form, which
" contains from 60 to 64 boys, occupies the greater
" part of a fortnight. In the other forms it occupies
" about a week."

338. Then in the next paragraph (9, part III.) you say, " Except in the sixth form, where the marks " of the quarter count as something more than one " paper in the examination, the marks of the quarter " and the marks of the examination have an equal " influence in fixing each boy's final position." What are the " marks of the quarter " ?—Marks are given at every lesson, and are added up at the end of every week, or, in some forms, every fortnight, below the sixth form. The boys are newly placed in most of the forms every week; in a few, every fortnight. That is at the discretion of the master. A list is made out showing the new order, and on the first day of each week (Monday), the boys who are respectively the heads of their forms according to the new places, bring the list to the Head Master. The head boys seem to like this custom. I have them up singly. I then compare the list they bring with the list of the previous week, and it leads to a pleasant little conversation with each boy.

339. (*Lord Devon.*) Are places changed in every form except the upper sixth form during the progress of a lesson? Supposing boy B can answer better than boy A?—The changing of places which takes place during a lesson is confined to forms below the upper shell.

340. I have it here, " In the upper sixth form " places are not changed ;" which seems to imply that places are changed in all the forms except the upper sixth form?—That is not with reference to the weekly placing, or the placing during lessons. What I meant there was the placing at the beginning of each quarter. When once a boy gets into the upper sixth form, however studious he may be, he only keeps his place; but with respect to the others, it is not so.

341. (*Lord Clarendon.*) A boy who does ever so well in the year cannot rise until there are vacancies?—No. His position as to ability is made known to the whole school by the published list at the end of each quarter, but his position in the school remains the same.

342. Simply a sixth form boy?—Yes; for instance, once the head boy, he remains so until he leaves.

343. Is there a printed list of the whole school published each quarter?—A printed list of all the forms is published each quarter, and a printed paper also is published, showing the order of the different forms at examination. One is the roll or " bill-book " of the school. Besides that, there is a long list or paper showing how the boys have done in the examination. They are printed in the order of merit, as determined by the examination, and by the marks gained during the quarter. You do not, however, detect from the paper the influence of the marks of the quarter. You do not see anything of that.

344. " Physical science does not form any part of the regular studies of the school " ?—No.

345. It never has, has it?—Never, so far as I am aware; and I feel confident it cannot have ever done so. Such can never have been the case.

346. You do not say, " Can never be the case " ?—It never can have been the case.

347. Are you of opinion that physical science could not be introduced with any advantage into the regular studies of the school?—I should certainly not be prepared to say that; *i. e.*, that I think it could not be introduced with advantage; but that question opens up a very wide inquiry indeed; viz., how far it is possible to introduce it. If I am asked whether I am of opinion that the study of physical science never could be introduced into the school as part of the regular work, I am not prepared to say that. But that question involves another very general question, viz., how far any (so to speak) collateral studies can be introduced side by side with the studies which we have at present established at the school. I understand your Lordship to speak less with respect to the importance I attach to physical science than to the practicability of introducing it, if important.

348. Just so?—Speaking generally, I do not think we can, with advantage, have many collateral studies going on at once in the school; because wholly independent of the intrinsic importance of these particular studies (of which, for the moment, I do not speak) I am certain that you cannot with profit extend beyond a cerfain limit, and that a confined one, the intellectual exertions of the boys. As I have attempted to state in my answers, the boys will work fairly well at the subjects which I hold to be the main study of the school, even though they may not have any peculiar natural fitness for them; but take them away from that main study, and move them into another study which has not the stimulus of tradition, and which is not felt to be the main study of the place, and I think there would be great danger, considering their youth, and the improbability that they would be actuated by any strong love of knowledge for its own sake, that they would become listless and idle. Certainly I should not be prepared, as at present advised, to recommend any large additions to the collateral studies of the school. On the other hand, I distinctly guard myself against saying that I believe the public school system prevents the possible introduction of physical science as one of the collateral studies.

349. But that which constitutes the main studies is quite arbitrary?—Not quite arbitrary; tradition exercises so powerful an influence; much more on the boys than on the masters, even.

350. (*Lord Lyttelton.*) Is not the bias given by the universities very strong?—Undoubtedly. If we analyse the causes of the influence enjoyed by any particular study at a public school, the influence of the universities must be taken into account as of the utmost possible importance. Now we find, as is well known, there are but two studies at the universities, at any rate at Cambridge, to which any very great weight is attached. At Oxford, it is true, there are new subjects which are beginning to receive an additional degree of acknowledged importance, especially the study of history and law; and as these studies advance in recognized importance, so no doubt that importance will be reflected, to a certain extent, on our public schools.

351. " Examination papers are set, both in ancient " and modern history, each of which counts like any " other paper in the examination." Is there any *vivâ voce* examination in ancient and modern history?—No; the examination is conducted entirely on paper.

352. In the next line you say, " history is also " taught, and marks are given for it during the " quarter " ?—I intended to show the distinction between history tested by a written examination and history taught orally.

353. What is the history that is taught orally, and how? You say there is no *vivâ voce* examination?—There is no *vivâ voce* examination. The question is, what we mean by examination. I have been limiting the use of the term to the regular examinations which are held at the beginning and end of the quarter. The real truth is, I have been in the habit of requesting the boys of my own form (the upper sixth) once in every week to bring up a certain fixed portion (12 or 14 pages) of some historic work, *e.g.* Guizot's English Revolution (in English), and vol. 3 of Arnold's Rome. We have now just begun vol. 2 of Hallam's Constitutional History, to which they devote one hour in school. That may be said to be an oral examination.

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354. For one hour in the week?—One hour in the week.

355. Is there a scale of marks, according to the relative importance of the studies? Is the relative importance of the studies of the school estimated by a scale of marks?—Yes.

356. For instance, a scale of marks, showing what proportion mathematics bear to classics?—Your Lordship will find my printed answer (9, part III.) applies to that:—"The average of the marks of the "first four or five boys in each form in classics is "taken as a standard. Of this average *one-fourth* "is taken as the average for the same number of the "highest boys in mathematics, and *one-ninth* as the "average in modern languages. For instance, sup- "posing that the four or five best classical scholars "gained on an average for classics 3,600 marks, the "average gained for mathematics by the four or five "best mathematicians would be assumed to be 900 "marks, and the average gained for modern lan- "guages by the four or five best scholars in modern "languages would be assumed to be 400 marks. "Thus classics are to mathematics in the proportion "of four to one, and to modern languages in the pro- "portion of nine to one."

357. Modern languages are reckoned at one-ninth?—Yes.

358. (*Lord Clarendon.*) What is the total amount of time devoted to history, ancient and modern? There is an hour a week in which the boys read with you; that is part of the school work?—Yes. I am speaking now of the upper sixth form. I could not undertake to say, without further reference, what is the precise time given in the several forms. The Commissioners will find that in the tables at the end of the printed evidence.

359. Those examination papers are extra work, are they?—Those are entirely extra work. The subject for modern history is fixed at the end of each school quarter, and is prepared during the holidays. On the very first day of the boys' return after the holidays they are throughout the school examined by papers. Some are printed and some not. Then in the course of about a month the result of that examination is announced.

360. There are no prizes, I think, for history?—"Copies" are given.

361. (*Lord Lyttelton.*) That is another name for a prize?—Yes. Copies are given to a very limited extent to the boys who do best in each form. A "very limited extent" means that they are very seldom given to more than one or two. If two boys are decidedly good, they are given to two.

362. (*Lord Clarendon.*) What do you conceive is modern history? How is the period determined?—The system upon which we proceed in fixing the subject for examination in modern history at the close of the holidays is to divide English history into periods, beginning at the period of the Saxons and ending at the battle of Waterloo; and it is so arranged that these periods extend over three years. For example, one period will be the time prior to the Conquest; another period is the French Revolution. That is the last one we have been doing, the most recent of all. The boys of the sixth form have been employing their holidays in getting up Mignet's History of the French Revolution, with special reference to Carlyle.

363. (*Lord Lyttelton.*) There are separate prizes for modern history?—Only copies. We make a great distinction between them.

364. What are copies?—A boy in the sixth form who gets a copy may have 10*s.* to spend in books; if in the fifth, 7*s.* 6*d.*; if in the shell, 5*s.*; if in the fourth form, 3*s.* 6*d.* These copies are paid for by the parents.

365. The copies are paid for by the parents?—Yes; I may say that less than a year ago, after full consideration of the subject, a great reduction was made in the number of copies given.

366. Are they less valued by boys as compared with the other prizes?—There is a very wide difference. The prizes, technically so called, are prizes of considerable value; five guineas, for example, in books, which are given for special studies; for instance, Greek and Latin verse, or English verse and prose, once a year; the exercises are printed, and the successful candidates are almost always in the upper part of the upper sixth form. These are confined to a very few. Last quarter I was so anxious that the historical subject should be well prepared in the holidays, that I announced that thenceforward no boy would be allowed to have an *exeat* during the quarter, who failed to satisfy the examiner. Up to that time the rule had been that if the boy failed to pass, he was re-examined, the re-examination occupying three hours of the morning of an extra whole holiday.

367. Do you mean every boy, as a regular thing, is allowed to go home once in the quarter?—Yes; we have printed papers signed by the Head Master, the tutor, the classical form master, the mathematical master, and the modern language master, and if all these agree in sanctioning the indulgence, then the boy is allowed to go away and stay at home, speaking generally, from Saturday midday till before second school on Monday. When Saturday is a whole holiday, the boys are allowed to leave Harrow after fourth school on Friday. In practice the great majority elect to take their *exeat* when they can take it to the full extent.

368. Do they choose Friday?—Yes, with this limit, that no boy is allowed to take an *exeat* within the first month of the quarter, or within the last fortnight.

369. (*Lord Devon.*) I suppose that practically those boys only take an *exeat* whose parents live in London or in its neighbourhood?—Many go to a considerable distance, as to Brighton, for example. With respect to the houses we allow boys to go to, if the parents are unable to receive them from some cause or other, we allow the boys to go to the houses of friends who are specially approved by the parents. There are other distinctions. We do not like a boy to go to the house of an unmarried brother, or to either of the universities.

370. You object to the universities particularly?—Certainly.

371. Does not the system of *exeats* greatly denude the school on Sundays?—We have sometimes had from 300 to 400 boys absent on the Exeat Sunday. On such an occasion the chapel is very empty, and many of the townspeople are allowed to come in. This happens only once in each quarter.

372. (*Lord Lyttelton.*) Since when have mathematics been compulsory?—I am not able to say with perfect accuracy; I believe since 1845.

373. In Dr. Vaughan's time?—I think so.

374. Since when has either French or German been compulsory?—I believe since 1851.

375. (*Lord Clarendon.*) French or German is compulsory?—Yes.

376. And you have two modern language masters only?—Two masters.

377. For 480 boys?—For the whole school.

378. Is that sufficient, do you think?—Of course that raises the question, how much time in a week you will allow for the two modern languages in each form. That again is connected with the collateral question, how many boys can be taught at once by each master. According to our practice, each section of the fifth form, containing 72, is divided into two German, and two French classes. They are all divisions of 18 nearly. About 20, I think I may say, is the number of the chief German division. Thus the question, having regard to our practice, would seem less to be whether the number of boys heard by one of the masters in modern languages is excessive, because that number rarely exceeds 20, but rather whether the amount of time given in each week to each form to modern languages is adequate.

379. What is your opinion? Do you think the time given is adequate? First, what is the time?—The time given is stated in the table. It varies. For almost all the school it is two hours a week, independent of the time allowed for preparation. It is impossible to estimate accurately the time they give to preparing in modern languages.

380. (*Lord Lyttelton.*) But as to mathematics and modern languages, can you tell us the time given?—The time given to mathematics in the greater part of the school is three hours a week, besides the time which must necessarily be devoted to preparation in that subject; and the time given to modern languages in the greater part of the school is two hours, besides the time necessary for preparing.

381. (*Lord Clarendon.*) Do you think that time is adequate for modern languages?—There, of course, you introduce the question how far it is possible for us, consistently with the demands made upon our time by classics and mathematics, to give a thorough training in French and German. Upon this point, as I have explained in my answers, I do not hesitate for a moment to say, as must be self-evident, that if we were able to give, instead of two hours a week, 12 or 14 hours a week, the progress of the boys in those subjects would, of course, be greater. What we have to consider is, how far we can introduce the study of a subject like modern languages without fatally or, at least, without seriously or dangerously, infringing upon the time given to what is our main study, *i.e.* classics.

382. Do you consider there can be no middle term between a thorough training and two hours a week, which is no training at all?—To come, then, to the point, I am most decidedly convinced that we cannot give more hours in the week to modern languages without damage to the intellectual tone of the place, so long as we retain in its fulness our system of classical instruction. I believe, and have a very firm conviction, that we have pushed as far as it is wise to do the principle of subtracting from the time originally given to classics. If I am asked whether I think that provision could ever be made at Harrow for a systematic and complete instruction in modern languages, I do not hesitate to say I believe it could only be done by introducing an entirely separate department, from which department it would probably be found necessary to exclude the study of Greek altogether, or at all events in a great measure; and in all probability, all verse composition. Unless some radical fundamental change of that kind were introduced, I believe it is impossible, unless we sacrifice the classical training of the boys, to give more time to modern languages.

383. Then one can hardly say there is any proficiency made here in modern languages at all?—That I should presume to question, decidedly. Within the range of my own experience, there has been a very marked improvement. The study of modern languages unquestionably occupies a much higher place in the estimation of the boys than it did when I was myself at school 10 years ago.

384. What should you attribute that to?—To the influence of time alone. The boys are exceedingly averse to attach any importance to a study when it is first introduced. It was so in the first instance with mathematics; and it has been so with modern languages. Mathematics have made a great advance since they were first introduced. Having been excessively unpopular, and looked down upon by the cleverer boys, they are now studied in real earnest by the majority of boys who take the highest place in classics. I have been very much struck by observing, in my short experience as Head Master, that boys who, I know, are decidedly the best classics in the school work very hard at mathematics, very frequently taking private lessons; so that we find in the examination at the close of the school quarter those boys who come high upon the totals for classics have a very fairly distinguished place in mathematics, and also a very fairly distinguished place in modern languages. I believe that arises partly from the fact that those studies are more looked up to than they were; and mainly, no doubt, from the fact that unless a boy does take pains to prepare himself in those collateral studies, the marks for which exercise so very important an influence in determining the general position of each boy at the end of the quarter, he will seriously damage his position in the school. In other words, he will come out very much lower in the examination than he is prepared to acquiesce in; and he finds it necessary, in order to maintain his place, to work very hard.

385. Then it would appear that there comes a time when, from the encouragement given by what we may call the school authorities to new studies, the influence of tradition is no longer so powerful in repelling them?—When there is not so powerful a negative tradition; but I may say, from experience, there is a dead weight, a very powerful dead weight, against which any master has to contend in introducing a new subject. Of course, the depressing effect of that dead weight tends to diminish with time.

386. I would ask whether it is not within the range of your experience, that boys who have come to Harrow with a fair knowledge of French have totally forgotten it here?—I cannot say I have known that. I do not question, for a moment, but it may have taken place. If I am asked what I think we are able to do here, *i.e.* what is the extent of what we can do for boys in modern languages, I am inclined to think it may be represented thus. We cannot hope, for a moment, to enable them to converse well in French and German. That is not a result, considering the demands upon our time, which it is really worth while to aim at. But I think what we can do is to make them fairly conversant with the grammar of those languages, and to read books in them, so that if they have afterwards anything like energy, and address themselves to those subjects, they will have got a very useful basis for further study; but I certainly do not believe, and do not pretend for a moment, it is in our power by allowing two hours a week to those subjects, to make them at all proficient in French or German.

387. Are the modern language masters who teach French and German both Frenchmen?—The two masters in modern languages are both Frenchmen. One also teaches German.

388. Does he teach German with a good accent, do you suppose?—I am afraid I am not entitled to answer that.

389. Where was he educated? In Germany?—He was educated at Harrow, at the school here.

390. Has he a good pronunciation of French?—Yes.

391. He has a good French pronunciation?—He has a very good French pronunciation. I have good reason to believe he has a peculiarly pure accent.

392. (*Lord Lyttelton.*) Are the French prizes much valued? Is there much competition for them?—The competition for these prizes is much less than I could desire to see. For French there are, speaking generally, from 20 to 30 candidates; or about 20 perhaps. For German there are generally much fewer, but it would be unfair to estimate the interest taken in modern languages solely or even mainly by the amount of competition for the prizes. The only boys who have a chance of obtaining the prizes are just the three or four who are acknowledged to stand first in their respective studies; and indeed we find it is the same with respect to the prizes given for classical subjects, for instance, the Latin verse, or the Greek Iambics; although they enjoy confessedly a very great influence in the school, even there the number of competitors is usually very small.

393. But French and German were introduced not in addition to the other studies, but in substitution for some other studies?—I believe I am correct in saying that the time now given to mathematics, French, and German was subtracted from the time originally given to the study of the classics.

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394. Have you any reason to suppose that the boys go reluctantly to their French or German lessons?—No, there is no reason to believe that they are unwilling to go to the study of those subjects; the fear rather is that they regard the study too lightly, and consequently that less intellectual exertion will be expended upon them than would be expended upon the classical lesson which they replace. Perhaps you will allow me to diverge here into a little generality. There lies the main danger in increasing the time which is given to these collateral studies. We know as a matter of fact, proved by experience, that the boys will not expend upon them the full amount of intellectual labour which they do habitually expend on the classical studies; therefore it may reasonably be feared that that which we should call the genuine education of the mind is seriously impaired by adding to the number of lessons, which, from the nature of things, will always be prepared with a less expenditure of intellectual effort.

395. In the French classes is there the same system of punishment for inattention or wilful idleness, as there is in the rest of the school?—I believe precisely the same; the punishment in each case being left to the discretion of the master, who for the time takes the form; that discretion being doubtless tempered by more or less recognized standards of punishment.

396. Have the masters, as far as you are aware, any difficulty in maintaining discipline in their classes?—I should say that the masters in modern languages are likely to experience greater difficulty than would be experienced by an Englishman in maintaining the discipline of their forms; but I am satisfied, while that difficulty will always remain in the way of a modern language master, it may be overcome by his own influence and tact.

397. Taking the boys that come to you at 13, or about 13, and assuming that a boy ought to come to Harrow at 13 fairly grounded in French, does it seem to you that if he is fairly diligent, and is induced to be so by the ordinary means, two hours a week at it ought to enable him not to go back in his French; so that when he returns home he should be found to be as well up in French as he was before he came?—It is difficult to estimate in such cases, and I would rather understate than overstate what may be fairly expected from training in modern languages at Harrow, but in answer to the question I should say that that is precisely what I think we may fairly aim at doing. Our difficulty is that as a rule, of course with exceptions, boys come with a very small knowledge of French, and with almost a total ignorance of German. I have found that out by talking with the French master. I believe that the limit suggested by your Lordship does represent what our system should be capable of attaining, and what it might be expected to do. If I am asked whether a boy will not lose ground in speaking French, I think he will.

398. Will he lose in pronunciation?—In point of pronunciation he ought, I should say, to lose but little; but in point of readiness in conversation I apprehend he would lose materially. I should explain that I understood the question to refer to boys who gained their knowledge of French at the school, rather than to boys who might have come here very considerable modern linguists.

399. A boy of 13 may know French fairly well?—We have now one boy who speaks French better than English.

400. Then he will not go back?—I think the probability is, if he merely goes to read French two hours a week, he will.

401. Do you think he would lose his knowledge either of pronunciation or grammar, if he is intelligent?—In pronunciation I should fear that he might. I would venture to observe, however, that the question for us, as educators, seems rather to be, not whether we can convey to boys the accomplishments which would be confessedly of the most material service to them practically in life, supposing their intellectual powers are highly trained, but rather whether the instrument of modern languages is equally well adapted for training the intellect with that of classical languages. We have to give the means of strengthening the mind, and it is comparatively less important that a boy should be able to express himself fluently and gracefully in French and German, than that he should have something to say which is worth expressing.

402. Has any doubt ever occurred to you as to whether the absolute equality upon which I understand you to place French and German is right, it being left to the boy or his parent to choose between French and German?—It is not precisely so. Every boy, on first coming to the school, until he reaches the fifth form, must learn French.

403. (*Lord Devon.*) You mentioned that the only way in which you thought it practicable to carry instruction in modern languages further than you do at present, supposing it to be expedient to do so, would be by a separate department?—Yes.

404. Have you ever thought of that sufficiently to say what shape that department should take? Would it become a separate department in which boys who had attained previously a certain position in the school might, if they chose, pursue modern languages?—I would ask the Commissioners to allow me to reserve my opinion on this point, and for this reason: I fear before I can give an opinion of any value, I must have more experience of the daily school work. But I do see serious difficulties in combining a modern languages department at Harrow with the old system. As at present advised, I am disposed to believe that a boy would really have a better chance of getting a good modern education, as it is called, by going to some institution where such instruction was given by itself, in accordance with the spirit of the place, than by entering into what would be felt by all to be only a subsidiary study as compared with our traditionary study at Harrow. There is also a difficulty which naturally suggests itself connected with the administration of a school with two studies, and two kinds of boys so dissimilar. It may be fairly doubted whether the person who for the time is charged with the chief administration of the school would be able to give his energies to two departments so very dissimilar with the same success which might be obtained where the chief administration is in the hands of different persons. Further than that I may be allowed to reserve my opinion.

405. (*Lord Clarendon.*) (Part III. C.) "No branch "of physical science forms part of the regular course "of study at Harrow; but there is every quarter a "voluntary examination, open to the whole school, in "some one such branch." In what branch of physical science is it an examination?—The examinations in physical science have, speaking generally, been held in geology, botany, chemistry, and electricity. I forget at this moment whether there has been any other subject. All those subjects they have been examined in since I have been Head Master.

406. And all those branches they have acquired sufficient proficiency in by their own unaided efforts?—By, practically, their own unaided efforts. If the classical tutor of a boy happens himself to be interested in the particular subject of natural science which is set for the examination, he will probably feel a pleasure in advising him in his reading; but the practice is this, that at the end of the school quarter a subject is announced for examination in the course of the next school quarter; a certain number of pages out of some elementary treatise is fixed; and in that elementary treatise the boys are examined on paper.

407. How many boys go in for that examination?—The numbers have varied very materially. When first the physical science voluntary examinations were introduced, I have been told that no less than 90 candidates entered. Latterly, since I have been able myself to observe the number, they have sunk as low as about 20, or even less.

408. Were they introduced together, at the same time with mathematics and French?—A few years later.

409. Who examines in physical science? — Two of the masters. We have a considerable number of masters who are interested in physical science.

410. The examination is an important one? — Yes.

411. (*Lord Lyttelton.*) You have nothing like a laboratory?—No.

412. (*Lord Clarendon.*) 12. "Examinations are "held at the end of each school quarter in the work, "or the greater part of the work, done in the "quarter." Is that all by written papers?—These examinations are all by printed papers.

413. No *vivâ voce* examination? — No, no *vivâ voce* examination at all. It is hardly worth mentioning, it is so very little; but in the sixth form examination there are 60 boys examined together; it would be impossible, from the pressure of work on the examiners, to examine the whole of them *vivâ voce;* if there is time, I request an examiner to examine a few *vivâ voce.*

414. Has that been done? — Yes, he has in one instance taken the monitors. At the end of every quarter there is an examination conducted by one or two examiners.

415. I see the mathematical master and the modern language master, each of them, examine the whole school in their respective departments. Should there not be some other and special examiners?—The custom which exists has, I imagine, been founded on the knowledge that the amount of labour is excessively great; for the whole school is examined, and strangers would find it difficult to have anything like a searching examination of 400 boys or 450 boys. The examiners come from a distance; they come from the universities. As it is, the examiner or examiners, aided by two of the masters, take the first 60 boys of the sixth form. It is so very laborious a work that it would certainly be impossible for them to take any other part of the school. The only question would be, whether we should invite the assistance of a fresh set of examiners, and confine their labours to the lower part of the school. Upon that subject I am not prepared to give a decided opinion, though it seems to me almost impossible for any examiner to examine thoroughly in all the different subjects set for examination, or even in the classical subjects alone, so large a number of boys. Then the fee for the examinations would have to be considered. As it is, 80*l.* a year is devoted to that object; 40*l.* is paid by the Governors, the other 40*l.* is paid by myself.

416. So far as your knowledge goes, should you say the examinations so conducted by the mathematical master and the modern language masters in their own departments are *bonâ fide* and satisfactory, *i.e.*, to be relied upon?—Most thoroughly so; I have not the slightest doubt of that. It is also, perhaps, important to observe that these examinations exercise a most important influence in fixing the position of each boy in the examination list.

417. (*Lord Devon.*) May it not sometimes occur that a suspicion of favouritism on their parts, however unjust, may arise?—Practically favouritism is unknown.

418. (*Lord Clarendon.*) "Two prizes of the value "of 2*l.* and 1*l.* 10*s.*, respectively, in books, have been "proposed to those two boys below the fifth form "who come first and second in an examination in "some specified branches of English literature." It extends only to boys below the fifth form?—The fact is, a friend, whose name I do not mention, has for the present kindly given those prizes. I do not know that they will ever come to be a foundation.

419. (*Lord Lyttelton.*) How often have they been given?—Twice. The examination takes place in the first quarter of the year.

420. (*Lord Clarendon.*) Do you set any papers in English literature?—Two of the masters set the papers. It is arranged in this way: before the boys separate for the holidays, I send round a notice to the remove and the lower part of the school, saying "an examination will be held in the course of the "next quarter in the following subjects;" and if I am asked what the kind of subject is, I would answer that on the first occasion we had Macaulay's essay on "Warren Hastings," Shakspere's "Julius Cæsar," a book of Dean Trench (I believe that upon "Words"), and also Tennyson's "*Morte d'Arthur.*" The last was by heart.

421. (*Lord Lyttelton.*) Is the competition considerable for any, and for which of the prizes?—In general the competition for the annual prizes is one of the most thorough and satisfactory parts of our school work. The excitement among the boys in the upper part of the school in connexion with them is very intense; and it is felt to be an honour to any one of the houses that a prize should be gained by a member of the house.

422. Which is the great prize of the school?—It is hard to say which of the classical prizes. Perhaps the Peel medal.

423. Which is reckoned the highest honour?—Perhaps our greatest honour of all is felt to be the Gregory scholarship, for that really is regarded as a great prize. The other scholarships do not excite so much interest.

424. Is that for the general classical studies of the school?—The Gregory scholarship, like the other scholarships, is for proficiency in the various studies of the school, including mathematics and modern languages. Whenever the time for this examination occurs, the competition for it is unusually severe.

425. Can you give us the numbers of the competitors for the prizes in 1860 and 1861?—I am afraid I cannot. We regard 10 competitors for one of the prizes as a very satisfactory number. Occasionally they are as few as three. That is almost the minimum.

426. I do not understand this answer: "The "scholarships are awarded to the boys who do best "in the quarterly examinations." Is there not a special examination for the scholarships?—We do not have a scholarship to give away at the end of every quarter, but there is an examination at the end of every quarter, and where a scholarship is to be adjudged, of course, the boy who does the best in the quarterly examination has the scholarship.

427. The scholarship then depends on one or other of the quarterly examinations?—Yes.

428. Are those quarterly examination papers set by yourself?—They are set by the examiners for the sixth form; in other parts of the school by the masters. The different parts of the school have separate papers. The subjects are different.

429. (*Lord Clarendon.*) Does it occasionally happen that you do not award the prize?—No, I do not think that has ever taken place. I remember once a boy got the prize, but his exercise was not considered quite good enough to be printed. I remember that occurred once.

HARROW.

Victoria Street, 6th June 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
H. HALFORD VAUGHAN, Esq.
The REV. W. H. THOMPSON.

THE EARL OF CLARENDON IN THE CHAIR.

The Rev. H. MONTAGU BUTLER, M.A., further examined.

Rev. H. M. Butler.
6 June 1862.

430. (*Lord Clarendon.*) In answer to Question 14 you say, "Every boy at Harrow must have a "tutor, though a boy on the foundation would not "be absolutely compelled to pay the tutor's fee; in "practice it is always paid. The instruction given "by the tutor varies according to the position which "the pupil occupies in the school." Will you have the goodness to give us some account of the system of private tuition at Harrow?—I have stated in the evidence the work which is done in the several divisions of the school. Speaking generally, the boys who have private tutors are the boys in the sixth form, the boys in the fifth form, the boys in the shell, and the boys in the fourth form, and they each have some slightly different work, *i.e.* slightly different in principle, with the private tutors. For instance, the boys in the sixth form have two hours in the course of each week to read with the private tutor some special classical subject fixed at the beginning of the school quarter by the Head Master. Then the boys in the fifth form have private reading with the tutor one hour in every week on a subject fixed by the tutor himself, and also their composition is looked over and corrected by the tutor.

431. That is not their form work?—It is independent of the form work. The fifth form boys have one hour private reading.

432. One hour per day?—One hour per week; but independently of that they have the composition of the week looked over by the tutors.

433. (*Lord Lyttelton.*) That is the composition for the form?—Yes.

434. (*Lord Clarendon.*) It is form work in that sense?—Yes. The boys in the shell have also an hour private reading in a subject also fixed by the tutor, not by the Head Master. The Head Master fixes the subject for private reading in the sixth form, and in that alone. Below that form it is left to the discretion of the tutor. In the shell, besides this one hour a week devoted to private reading, the boys do their composition in the pupil-room of the tutor, and also have it looked over by him; differing from the fifth form pupils in this respect, that they (the fifth form) do it in most cases out of pupil-room and away from the presence of the tutor, and only have it looked over afterwards by the tutor in pupil-room. The fourth form have precisely the same relation to the tutor as the shell boys, with the exception that in the case of the fourth form there is no private reading at all. There the composition is done in the presence of the tutor and is also looked over by the tutor in pupil-room, but there is no special subject for private reading.

435. Why is the system different with respect to the shells?—I did not institute the organization, and therefore I may possibly give an imperfect answer, but I believe that the reason was that more time is given in form work to the fourth form boys, that the fourth form boys have more time comparatively than the shell with the form master. If that be not so, I am not able to state any other reason.

436. Then as to the relations of the tutor to the boy. You say that he considers himself responsible for the general well-being of his pupil while at school, offering him encouragements and warnings?—Yes.

437. You say, "If he had reason to fear that a "boy was not doing well he would at his discretion "communicate with the house master or the master "of the form or the Head Master, or with the "boy's parents, or with other boys whose influence "might appear likely to be of service to their school-"fellow." This in theory no doubt is the intention with respect to the private tutor, is it actually so in practice?—Yes; I should say it was a very close relation indeed.

438. That is I suppose for the boys who are in the house of the master who is their tutor?—I was thinking at the time rather of those whom I myself see more intimately, namely, boys in my own house who have a private tutor out of the house, and I am able to judge of the relation of the private tutor to boys in that position mainly by conversations that I have with the tutors with reference to their progress and character, and also from the monthly reports which at the close of every month they forward to me to receive my signature before those reports go in to the parents of the boy. No doubt where a master is at once the master of a house and the private tutor the relation must be still more intimate.

439. Is it not usually the case that the boys in the house of a master who has a large house are the private pupils of that master?—The boys under the care of a classical master who keeps a large house are in all instances his pupils. Special provision is made for the private tuition of boys who board either with the Head Master or with any of the mathematical masters; in those cases the boys are placed under the care of one of the masters of the small houses as his private pupils.

440. Do the whole of the boys in your house go elsewhere for private tutors?—All of them; the Head Master has not for, I think, more than 40 years taken private pupils; in my father's time he did have a few pupils.

441. That intimate relation which exists in the large boarding houses between the pupils and the master of the house can hardly be said then to exist between you and your boys?—The position of the Head Master to the boys in his house is necessarily of a somewhat less intimate kind than the relation of a boy to the master of his house who is also his private tutor. The relation of the Head Master to the boys in his house is independent of tuition and of instruction of all kinds, except when those boys have reached the sixth form, and then he becomes closely connected with them in an instructional point of view as members of his form.

442. Although not acting as private tutor to the pupils in your house you would nevertheless consider yourself responsible for the general well-being of those pupils, and would offer them encouragement and warning when needed, either as to conduct or study, the same as a private tutor would in any other house?—Those words would apply to the relation of the Head Master to the boys in his house, but at the same time it is unquestionably true that a tutor sees as a tutor more of his own pupils than a house master would as a house master see of the boys boarding in his house. I have no doubt, for example, that I see less of the boys in my house than a house master would see who was also a private tutor; but if your Lordship would wish me to speak of the Head Master's relation to the boys in his house, there are many opportunities of which I avail myself for becoming intimately acquainted with the intellectual progress as well as the moral well-being of the boys. At the beginning of every week, or in the case of a few forms, once a fortnight, I receive a list showing

how the boys have progressed during the previous week; at the end of each week a new list is made out showing the order of the boys in respect to intellectual merit, and I always avail myself of this list to observe especially what place the boys in my own house have taken in that list, and if it seems to me that it is desirable to take notice of it I send for the boys and question them about their place, either to commend them for having done well, or to ask for an explanation if they have fallen low. I may say that in practice this is most effective; every week I have several boys to speak to in that way.

443. Do the other masters do the same thing?—Probably so; a list of the weekly placings is sent to all the tutors as well as to the Head Master.

444. As far as your experience goes as Head Master, and as a distinguished boy at Harrow, should you say that it is the object of the private tutors to supervise the moral training, the individual disposition, the gentlemanlike conduct of the boys under their care, and that they make the character of the boys their study?—I speak with especial reference to what I have observed myself, that is to say, to the case of boys in my own house who are under the tuition of one of the masters of the small houses, and there I have no hesitation in saying that since I became Head Master I have been very much struck with the very careful study that they make of the character of the boys entrusted to them. I have constantly had occasion to have private conversation with them as to the character of their pupils, naturally in most cases where there has been something calling for amendment or improvement. And also I have taken opportunities of consulting with them, more generally, about the progress of their more distinguished pupils, as well as about those whose character seemed open to some blame.

445. That principally refers to the pupils in your own house. At these periodical meetings which you hold with the masters of the school, is it a subject of discussion between you and them, the moral conduct as well as the intellectual condition and the educational progress of their private pupils?—It would scarcely ever happen that at our large meetings, where there are some 20 masters assembled together, we should discuss the conduct of any individual boy, unless indeed it might have been so flagrantly bad as to become a public scandal.

446. With respect to the proving of these monthly reports that are sent to the parents, I understood that the monthly reports are submitted to you?—The monthly reports of the boys in my house are all submitted to me. In the monthly reports there is no statement from the Head Master as such, but only in the case of those boys of whom he is also the house master. The monthly report of the boys in the Head Master's house is prepared by the tutor. The tutor collects from the master of the form, from the mathematical master, and from the modern language master, the opinions of those masters respectively as to the progress of the boy in question during the past month.

447. It is an aggregate of the reports of the different masters under whom the boy has been?—Precisely.

448. (*Mr. Thompson.*) Is that the form in which it appears to the parents; are there the signatures of every master?—No; there is the signature of the private tutor and of the house master also.

449. (*Lord Clarendon.*) That is to say the house master and private tutor being generally in one. Where the house master and private tutor were different individuals would both sign the monthly report?—Both would then sign the monthly report. I may briefly explain how it is in the case of the boys in my own house. The report of the tutor comes to me with all the columns filled in excepting that one which refers to the conduct in house. Therefore when the report comes before me I have an opportunity of seeing what has been the behaviour of the boy with regard to his work in form, and also how far he has satisfied his private tutor, and I then add my own statement, generally very briefly indeed, as to his conduct in the house.

450. (*Lord Devon.*) Am I correct in supposing that the relation of the boy to his private tutor is that of friendly confidence, or resembles the relation of a young boy to an elder brother, as has sometimes been said?—That must necessarily depend in a great measure on the age of the master. With the elder masters, so far as I can judge, it is certainly a most friendly relation, but the disparity of age prevents it being so brotherly a relation as might be the case where the tutor is younger.

451. Suppose for instance a boy gets into any moral scrape, would he be likely to admit it or confess it to his tutor with the view of receiving advice as to the course which he should take?—Supposing, for example, that a boy had been detected in some serious offence by the Head Master, or one of the other masters, you wish to know whether he would probably in the first instance go to his tutor.

452. I rather meant to say, if the boy was conscious of having been doing wrong without being detected—would it depend on the disposition of the boy?—Yes, I should think in most cases he would shrink from so doing.

453. (*Mr. Thompson.*) It would be the duty of the tutor to inform against him if he did, would it not?—He could hardly avoid it. There is a very wide discretion left in the hands of the tutor in these matters, but if it was a very serious offence he certainly must report it.

454. (*Lord Devon.*) Do you think practically that, besides the hours which are stated here as the hours during which the tutor is in communication for intellectual purposes with the pupils on other occasions they would be socially together. Do they drink tea with him, for instance, or are they brought together in that way?—I answer that question mainly with reference to the boys in my own house. There I should say that it is not unfrequently the habit of the tutors to invite their pupils to dine or to drink tea with them. Whether it is so in the large houses I am unable to state positively, and it would be difficult there to distinguish between the relation of the private tutor and the house master.

455. To pass to another point, supposing a boy does something or leaves undone something, the consequence of which is that he exposes himself to punishment more or less severe, would the form master report him to the Head Master without previously communicating with the private tutor?—I have slightly alluded to that very subject in my evidence. At page 23, I say, "When a master detects a boy in "one of these offences, he will write his name on a "piece of paper, specifying the offence but not giving "details, and send it to me by the 'monitor' for the "time being, *i.e.*, a young boy in one of the lower "forms. If I observe that the tutor of the boy has "attached his signature to the paper as a proof that "he is cognizant of his pupil's offence, I countersign "it, adding in writing my directions that the offender "shall come to me 'with the monitor' at a specified "time, generally immediately after first or fourth "school." The system followed is this, that the master who detects a boy in a serious offence, and thinks it necessary to send him up to the Head Master, writes his name on a piece of paper, and the boy who brings round this piece of paper is bound to take it to the offender's private tutor before it goes to the Head Master. If it came to me without having received the signature of the tutor, then I should, if I observed it, make a point of deferring the consideration of the case till I had had communication with the tutor.

456. That would apply to offences of a literary character, so to say, as well as to moral offences?—Precisely so.

457. Continued neglect, for instance, in learning lessons—pertinacious neglect?—In that case the counter signature of the tutor would be required for

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the purpose of enabling the tutor, if he thinks it necessary, to communicate with the Head Master before the punishment is inflicted. In many cases the master who sends up the boy would prefer to communicate with the tutor before anything was done.

458. Does it often occur that the tutor is in a position to suggest certain equitable considerations which would probably lead you to defer or perhaps altogether to abstain from inflicting the punishment which, according to the letter of the law, it would be necessary to inflict?—I should say that it hardly ever happens that a boy who is sent up to me brings with him from his tutor such an explanation of his conduct as to justify me in dispensing altogether with punishment; but it frequently happens that a communication privately received from the tutor influences me partly in the view which I take of the boy's offence morally, and partly also in the actual punishment which is awarded.

459. Is it your opinion that the circumstance that each boy has a private tutor enables you on the whole to dispense punishment with a more thorough knowledge of the circumstances of each case?—I have no doubt whatever of that; it being manifestly impossible for a form master to gain so close an insight into a boy's character and therefore to discriminate so accurately the nature of his offence, as it is for a master who, by the nature of the case, has known him longer.

460. Do you consider that a most advantageous result of the system of private tuition?—Certainly, a most advantageous result.

461. In page 19 you say, "A classical assistant "master keeping a large house (*i.e.* a house containing from 30 to 40 boys) has for his pupils all the "boys in his house and any of the home boarders," so that he may have 40 boys, and to that is to be added a certain number of home boarders; has he time to pay due attention to those boys, he being also perhaps a form master and having a certain portion of household duties to perform?—I may say first of all that the number of home boarders who become the pupils of one particular master are very small, so that there is in fact no material addition to the number of a master's pupils arising from the home boarders; and I think I have referred to a custom that we have; in almost all instances there is a preference given to the masters of the small houses in selecting tutors for home boarders.

462. (*Mr. Thompson.*) I presume a boy never changes his private tutor?—No; in scarcely any instance would a boy change his private tutor. I have known one or two instances, but speaking generally it may be said that a boy never changes his private tutor.

463. Suppose the case of an extremely promising boy, a boy of more than ordinary aptitude for learning, classical or otherwise, would he or his parents have any voice in the selection of his private tutor in the first instance?—In the first instance you will observe that if he is placed in the house of one of the classical masters, he becomes *ipso facto* the pupil of that master; if on the other hand he is placed in the Head Master's house, or with one of the mathematical masters, then there is practically an unlimited choice among the masters of small houses.

464. Insomuch that if any master of a small house enjoyed a remarkable reputation as a private tutor he would to a certain extent reap the benefit of that reputation?—Only to a limited extent. I ought to have said that there is a numerical limit which in practice is strictly adhered to. It is understood that when the number of the pupils of a master of a small house reaches 40, the master refuses to take more unless there is some very special reason adduced.

465. There could be no such arrangement as this in such a case,—"I shall have a vacancy in three "months' time, and then I shall be happy to take "your son, but in the meantime he can read as a "private pupil with some one else"?—The arrangement then would probably be that the rule would be temporarily transgressed, and that the master would feel himself justified in making such an arrangement, but certainly he would shrink from asking any other master to take the boy as a private pupil for a short time.

466. (*Lord Devon.*) What would be the case in such an instance as I have mentioned, if a boy pending his admission to a house goes to the French master, and he is then assigned to a private tutor being master of a small house; he then gets admission into say your house, and goes there, who then becomes his private tutor?—The same master that was his private tutor during the time that he was a boarder in the French master's house; that is always adhered to.

467. (*Lord Lyttelton.*) As I understand, there is no distinction between the masters of the small houses and the masters of the large houses in respect to the boys in their house; whether a classical master has a large house or a small house he is always private tutor to all the boys in the house?—In all cases.

468. Is there a distinction in practice between the amount of intercourse in those two houses? From what we heard when we were at Harrow I should rather have inferred that there was a greater degree of intercourse between the boys in the small houses with the master of the house than in the other case?—I have no doubt whatever that the intercourse between a master of a small house and the boys in his house, who are so few in number, rarely exceeding 8 or 9, is more intimate than the relation between a master of a large house and the boarders in his house, who may range from 35 to 40. That consideration would probably influence a parent in sending his son to a small house where his expenses are confessedly so much greater. He would consider that his son gained by having more frequent intercourse with the master of the house; for example, the boys in the small house take their breakfast and their dinner with the master and his family, and in the course of the evening it would manifestly be more easy for a master to see one or more out of 7 boys, than one or more out of 40.

469. With regard to private tutors the amount of intellectual intercourse, that is intercourse with respect to lessons, between them and their pupils, is definite; it is fixed at so much a week?—The minimum is defined, but the maximum must be left to vary according to the discretion of the tutor, and the time at his disposal.

470. In the last page of this appendix there is a remark which no doubt you will agree with. "After all that can be definitely stated, a private "tutor must be chiefly responsible to the parents who "confide in him, and to his own conscience for the "diligent and faithful execution of his office." But with regard to the amount of teaching, do you apprehend that that minimum is habitually much exceeded; do they give private tuition to their boys much beyond that minimum?—I could not say that I certainly know of many instances in which more is given. I do know of some cases in which sixth form boys go to read specially with their private tutor a subject over and above what we call the private reading. That is to say, in addition to the subject for private reading fixed by the Head Master, boys are working at another extra subject with the tutor. I should find it difficult to answer your question with accuracy.

471. Besides the regular boarding houses the boys lodge with the Head Master and with the mathematical masters?—Yes, and with the modern language masters. There are also two special cases; that of Mr. Hutton, and that of Mr. Hewlett the school surgeon. Mr. Hutton has a house which contains from 9 to 12 boys, and to these boys he is private tutor so long as they remain in his house.

472. What is Mr. Hutton?—One of the classical masters.

473. In what respect is he different from others,—has he not a small house?—He has a small house, but

he is not one of the regular small house masters. The understanding was, when he first received boys in his house, that they should in all instances, like boys placed temporarily in the houses of the modern language masters, be transferred to one of the large houses, and the arrangement then was that he should be private tutor to those boys during their residence in his house, and that when they removed to a large house another classical master should be fixed upon to become their tutor. In practice the arrangement has come to this, that Mr. Hutton has some boys who it is understood will remain permanently with him, and to those he continues permanently the private tutor, and other boys, who in virtue of the old understanding are removed from his house to one of the large houses. In the case of these removals the old understanding continues. A fresh tutor is appointed.

474. You have told us what is the case with boys where their private tutor is different from the master of the house in which they live. With regard to the general relation, suppose a parent wishes to know, with regard to a boy,—for example, in the French master's house,—about his general character, about his habits of truth, his respectfulness, and so on. To whom ought the parent to apply, in a case like that, if he wanted to know about a boy?—The person to whom he would naturally apply would be the house master, but in practice, I find, speaking from my own experience as a house master, that parents frequently communicate with me and also with the tutor. It seems to be a matter of chance. Possibly they may think that my engagements may be more numerous than those of the tutor, and, therefore, that they may receive a fuller and more immediate answer, but, so far as I can judge, it is quite a matter of chance whether they communicate with me or with the private tutor.

475. Is it not necessarily the case that the master of the house in which the boy lives must be able to exercise a more specific supervision of his moral character than anyone else?—There are some parts of the boy's conduct manifestly which come most under the supervision of the tutor; for instance, the tutor is a much better judge than the house master, as such, whether a boy is idle or industrious, and, of course, idleness or industry practically are the key to very much that affects the characters of boys. It really would be a very difficult question, I have often thought, to determine which master has the best opportunity of judging of the boy's moral progress, the master of the house or the tutor; with regard to the intellectual progress there I can, think, be no question that in the case of all the boys below the sixth form the tutor has the best means of judging.

476. Does it seem to you that, when it can be had, the union of the two offices is most likely to work well, where the private tutor is also the master of the boarding house?—I certainly think that advantages arise where the two offices are united. At the same time I could point to many fair and obvious advantages arising from the separation. The very fact of two masters instead of one having had their attention directed to the boy so that they bring their minds to bear on his character, gives him the advantage of having two persons specially interested in him, and it enables one to fill up any deficiencies there may be in the powers of judging enjoyed by the other.

477. Do you make a point, in engaging, we will say, a new French master, of obtaining one to whom you would entrust the general supervision of the boys in the house?—Certainly.

478. With regard to the habits of the boys, take the case of an elder boy in your house, supposing he wants to consult with one of his superiors on any point of difficulty, would he naturally come to you or go to his private tutor?—A boy in the lower part of the school, in any part below the sixth form, would probably, in the first instance, consult his tutor, though even then very much would depend on the feelings of the boy himself, and on the amount of intimacy which might happen to exist between him and the Head Master; but I should say, as a rule, a boy below the sixth form would probably on any matter he considered of importance consult his tutor before coming to the Head Master.

479. Do you consider that the primary object of the private tuition system is for intellectual progress or for moral discipline?—I should really find it impossible to separate those two.

480. (*Sir Stafford Northcote.*) I suppose the house master is responsible for the discipline of the house?—Entirely so.

481. Is it the practice of the house master to visit the boys in their rooms frequently?—Your question, if I understand it, refers to those houses which are not occupied by classical masters.

482. I mean your own house and the mathematical masters' houses?—Probably the practice would be found to differ. I may say for myself that were I an assistant master, and not the Head Master, I should think it desirable to visit the boys more frequently than I now think it desirable to do. I put out of sight all difficulties that might arise from occupation of time. Speaking of my own house, I think it clearly undesirable to visit the boys frequently in their rooms, and as a matter of fact I scarcely ever go round the house except at night, after the boys are expected to be in bed, to see that all is quiet in their rooms. I do not think it is desirable that I should see the younger boys very frequently, although I think it highly important that I should know accurately how they are progressing morally and intellectually. That knowledge I endeavour to acquire from the tutors, and from the weekly and monthly reports which come to me, or to be quite accurate, I should say from the weekly list which comes in to me, and which is a fair test at least of the boy's industry, and also from the monthly report which takes more elements into account; but speaking generally, I believe that I act in the interests of the majority of the boys in the house by leaving the discipline of it to the upper boys. I endeavour to show those boys very frequently, not only in form or when they come to me for composition, but also I take special opportunities for showing them, the principles on which I think the younger boys ought to be treated.

483. Take such a matter as card playing, or anything of that sort, supposing boys got cards and played in their rooms, what control would there be over that, what check would there be on it?—There would be partly the fear that they might be found out by the head boy of the house, who would certainly feel it his duty to punish it, and also the fear that they might be detected by myself; I have done so as a matter of fact.

484. In a tutor's house, where the tutor and the house master is the same person, the practice would be for the tutor to go more frequently into the rooms?—Probably so. I have stated that were I myself an assistant master, I think I might with advantage go round oftener than I think I can advantageously do now. I am not prepared to state very accurately what is the general practice on that point. I believe several masters do go round very frequently, and I have no reason to believe that others do not.

485. The powers of the mathematical master for discipline in his house are I suppose quite equal to those of the classical masters?—In his house precisely the same.

486. (*Mr. Thompson.*) I presume no cards would be allowed?—No.

487. (*Sir Stafford Northcote.*) As a matter of discipline, are boys allowed to lock their doors?—They are not.

488. Would that be considered an offence?—Yes.

489. (*Mr. Thompson.*) Is there any confidential servant whose testimony you think yourself at liberty to receive in case of a violation of rules about card-playing, or betting, or any other vice of that kind?—It is difficult to state what one might do in all cases. I think I may say with perfect accuracy that I should

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never receive the statement of any servant to the extent of so far acting upon it as to punish the boy complained of. I could not positively say that I should in no instance allow a servant to inform me of any misdemeanor that was going on in the house, but I can hardly conceive that any case would arise in which I should think it right to make that information ground of punishment.

490. You would make it a ground for further inquiry, probably?—I think that if a servant were to inform me of any mal-practice which existed in the house, I should, without stating names, inform the head of the house that I had reason to believe that such a practice was going on, without giving him any clue as to the boy in question. Further than that, I should scarcely be prepared to go, unless, of course, the offence was committed in an open manner, so that in fact there was no breach of privacy on the part of the servant.

491. I suppose you will sometimes obtain information of that kind through the parents of the boys?—Not unfrequently.

492. You say the tutorial system has existed at Harrow for at least 60 years. Are we to understand from that that no material modification has been introduced, for instance, by your predecessor or by yourself?—Certainly, no change whatever has been introduced by myself, and I believe that no material change was introduced by Dr. Vaughan. I am not aware that the system has received any material modification in the present century.

493. Has the fee for the private tutor always been the same?—I believe the fee has always been 15*l.* I am not quite certain upon that point. Mr. Oxenham could tell you that.

494. You have given what may be called the fair side of the private tutor system; do you consider that it has a dark side, independently altogether of any question of expense? Take the case of a first-rate boy with a decided aptitude for learning, a boy of something approaching to genius; do such boys never find it irksome to be under the necessity of having a private tutor? Do they not sometimes find it interfere with their favourite pursuits?—I should think, without wishing to appear paradoxical, that it is in the case of the very clever boys that the aid of the private tutor is most felt. If I am asked where I think the tutorial system is imperfect, I should say that it would be in the case of the upper boys in the sixth form who show no special inclination for study. There I can conceive that such a boy might possibly make more intellectual progress if he were simply tested in form, or on the other hand if his tutor was able to give to him, personally, a very disproportionate part of his time. As it is, I question whether a boy in quite the upper part of the school who has no real inclination for study does gain a very material aid from his private tutor.

495. Does it never happen, for instance, that a very superior boy is placed under a tutor whose attainments are not so much above his own as to make it desirable to continue the connexion?—Of course such a contingency is possible, and the possibility imposes a very heavy responsibility on the Head Master, who appoints the assistant masters, to see that they are all men of intellectual capacity. In practice, perhaps, one would seldom have an opportunity of seeing the working of such a defect. I cannot at this moment, speaking from recollection, both as a boy and as Head Master, call to mind an instance in which I had reason to think that a boy felt that he was placed under the care of one who was hardly capable of aiding his studies. I do not think the evil is practically felt certainly.

496. (*Mr. Vaughan.*) You have mentioned that the tutorial system has existed a great many years at Harrow; has it existed in the manner also in which you have described it here with regard to the different parts of the school; has the difference of degree, that is to say, in which the tutor is brought in to assist the pupil in different forms existed in nearly its present shape for a great many years?—You are putting out of consideration all question of the small house masters?

497. I speak of what the tutors do with the fourth-form, the shells, and the fifth form respectively?—I am not aware whether any material change has been made in that respect, but I think it is not improbable.

498. Do you think that all the work which falls to the tutor to do is really in the end advantageous to the boy; do you think for instance that it is really for the advantage of the lower boy that he should get up his lesson in the presence of the private tutor, and with his assistance if need be?—First of all on the general question perhaps I may be permitted to say that in my opinion the great difficulty in our public school system, so far as intellectual instruction is concerned, is to adjust in due proportion the work which is done in school, and the work which is done with the private tutor. It is exceedingly difficult to make that adjustment so perfect that neither suffers from what may be called the encroachments of the other. But to come to the precise question.

499. I was going to take the points one by one; but I mentioned particularly the boy learning his lesson in the presence of the tutor, who is at hand to help him; do you think that a good thing?—It is necessary to discriminate between boys in different parts of the school. In the upper part of the school where a boy can not only be presumed to be fairly industrious, but also to have acquired considerable powers of self-reliance, I think it is certainly better, not only because it economizes time but also in the interest of the boy himself, that he should be entirely responsible for the preparation of that lesson. On the other hand I have no doubt that there are many boys in the lower part of the school who would really neglect their lessons, partly from natural disinclination to work, and partly from real incapacity to work without help, unless they received some kind of aid from the private tutor before going into school. On the other hand, even in the case of this latter class, I conceive that a tutor would make a serious mistake if he gave his assistance in the preparing of a lesson in what I may call a wholesale manner. It requires great discretion on the part of a tutor to determine to what extent he shall remove the intellectual difficulties which beset his pupil. There certainly is a fear that the lesson may be simply construed over by the tutor before the boy's mind has been brought fairly to face the difficulty, and in that case the knowledge which the boy gains from the lesson is manifestly meagre and transitory. I may say that in practice I believe the importance of not giving information in this wholesale manner is felt very strongly by the tutors.

500. Does not the fact that boys rise by proficiency in the school prevent a boy getting into a form for the work of which he is not competent without the aid of a tutor?—I am not sure that I can state that that result is directly guarded against by the system of promoting boys by merit. The system of promoting boys by merit has of course the obvious tendency to extract from the boys a greater amount of exertion, which in some instances comes very hard, and perhaps amounts to a strain on their intellect, than would be the case if there was any other system of promotion.

501. Does not the fact that they would naturally be left behind, and so continue with the easier work of the form below, prevent their getting into a form before they are fit for the work of it?—If a boy was placed in a form for which he was clearly unequal, he would manifestly sink to the bottom in each of the weekly placings, and would remain at the bottom at the subsequent examination. Therefore to that extent the system of appointing a boy by proficiency does tend to keep at the bottom, and so prevent the regular promotion of those boys who are not equal to the work of any particular form.

502. Do you not think that to make a boy work a

passage himself, is of the greatest advantage?—I think it is of the greatest importance.

503. And is not the last effort of the mind in this work the most salutary?—Yes.

504. Do you or do you not think that there is a practical tendency in a great many cases for assistance to be given to a boy a little sooner than it is wholesome for it to be given?—I think there is this temptation to a tutor against which he would feel it his duty to contend. Feeling, as the hour or half hour immediately preceding the entrance of a boy into school was drawing rapidly to a close, that probably his pupils present had a very small knowledge of the lesson which they would then be expected to produce, he would be tempted to give them more aid than would be for their advantage. That is the temptation, but it is one the strength of which is admitted, and which a wise tutor would very carefully guard against; and unless he was satisfied that his pupils had exerted themselves, he would prefer that they should go into school and there fail signally rather than pass by a fictitious knowledge gained from him.

505. So that though it is difficult to measure the extent, there is a consciousness of a person being at hand at the last moment to give assistance which does naturally prevent the application of the mind to its full extent?—It is a question of a balance of difficulties. There is, on the one hand, the difficulty of discouraging a boy, which is a very serious one. The work has to be prepared in a limited time, and if a boy finding himself engaged on work which, especially at the beginning of a quarter, is new to him, fears that when the time comes for him to go into school he will enter the presence of the master almost totally in the dark as to the meaning of a passage over which he may perhaps have expended his best efforts, the discouraging effect is very serious. On the other hand, as I have stated before, there is the great danger of his taking the matter too easily, thinking that he may idle away the greater part of the hour previous to going into school with the certainty that at the end he will receive just enough aid from his private tutor to enable him to tide over the difficulty. It requires great discretion to determine exactly what amount of encouragement should be given, and the discretion of the tutor would doubtless be exercised in considering the peculiar character of the boy, whether he was a boy of an industrious or indolent nature.

506. Without wishing to press the point too much, supposing boys were left to themselves, do you not think that if the work in the form was really too hard for them, that would soon disclose itself to the master who heard the form, and that he would apportion the work according to their proficiency; whereas under the present system where the boy has tutorial assistance, there is a little tendency to disguise from the master of the form what the boys are really able to do?—There is that tendency, and there is the case of a boy's intellect not being sufficiently taxed; but bearing all that in mind, and having a strong conviction of the reality of those two dangers, I still believe they are cheaply purchased by the guarantee that is secured against undue discouragement. I think that the time of the master in form would be very considerably wasted, and that the minds of the young boys under him, for I am speaking mainly of young ones, would be unnecessarily and dangerously discouraged, if they received no aid at all in preparing a difficult subject before they came before the master and were pitted against their immediate competitors.

507. Do you think that is the case in private schools, where the boys are very young?—Speaking from my own recollection, I imagine that in private schools, where the numbers are very much less, in the preparation of his work a boy has constant intercourse with the master. There is also one other advantage in the work of the younger boys being prepared out of school, that a guarantee to that extent is taken for their preparing the work without illicit assistance. It is manifest that the temptation to the boys must be very great to prepare the work with the aid of translations; and it is also clear that any objection which attaches to excessive assistance being given by a tutor applies still more forcibly to the assistance which comes from a translation. It is very difficult, of course, to take measures which shall be absolutely preventive against the use of such translations, but a great guarantee, as I have said, is secured when some of the lessons at least are prepared directly in the presence of the tutor, where no translation, of course, can be admitted. That is one of the collateral advantages of the lessons of the younger boys being prepared away from their houses and in the pupil-rooms of their tutors.

508. Do you not think that the parsing is a great corrective against that?—Undoubtedly; that is to say, a master in school is often able to detect the use of the translation, but he is not able to anticipate it.

509. Do you not think that constant detection is virtual anticipation?—Unfortunately, not perfectly so.

510. With regard to the composition, upon looking over all the compositions, how is it possible for the master of the form to assign the proper marks to the composition when it has been looked over and corrected by a tutor? How do you manage that at Harrow?—That is a very great difficulty which I do not disguise at all. That is the great difficulty of the double system of composition, its passing through the hands of the tutor and of the master in form. I must confess myself unable to give any satisfactory explanation of that. I am not aware, very accurately, of how it is found to work, but I know that it is considered a very serious drag by, I think I may say, all the tutors. That is just a point on which any one of the tutors could be consulted with great advantage. Mr. Harris, for example, would be able to give very valuable evidence on that point.

510. Does it not in a certain degree react on the vigilance of the master of the form and in various ways embarrass him,—the knowledge that the composition has been looked over and approved and even helped by the tutor before him?—I have an opinion on that point based on experience, and I should find it very difficult to give an opinion based on mere inference. I may say frankly that I feel very weak on this point, the effect of the tutorial system on the verses of the boys. It is just the part of our system of which I never had personal experience. I do not very clearly understand the precise way in which the double system of looking over the composition of the younger boys works. I may say, however, that I feel that there would be an advantage in favour of the sixth form—and the same applies, of course, *pro tanto* to the other forms also—arising from the composition being looked over by some one else before it comes to me.

512. If I might venture at all to anticipate what you might say on the subject, is not that for the purpose of judging of the general effect of the composition, that is to say, that it enables you better to judge of the general effect of the composition when the particular defects have been taken out of it, and your mind is not obstructed by attention to them?—With regard to the sixth form I should say the great advantage is this, that the attention of one master is brought to bear on it in the first instance, the attention of a master who can give it his undivided attention. I think there is in practice a difficulty on the part of the Head Master in giving such time beforehand to looking over the exercises as is desirable. I give a very long time myself, but I feel that I have not always time to examine the exercises before I look them over with the boys as thoroughly as I should like to do; on the other hand I feel that if the composition of the form was looked over exclusively by any other master and not by the Head Master,—I am speaking of office not of person,—equal pains would not be taken by the boys.

513. So much for the intellectual part of it, but I understood you to assign great moral advantages to the character of the boy being known to one

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person who was constantly watching him. After what has been described of the influence of the master of the boarding house as master of the boarding house, do you think that it is a necessary part of the system to keep a private tutor for that purpose?—I certainly think that a house master, if he had no relation with his pupils, except as a house master, would find a difficulty in keeping as familiarly acquainted with them as he does by seeing them in their intellectual progress. The truth is that by far the most accurate means that a man has of judging of the moral condition of a boy, except in very exceptional cases, is by observing his intellectual progress. That admits of very little doubt. Judging of a boy's moral conduct in general, a master is very likely to be deceived. He must depend, of course, on his power of reading character, and by far the most accurate test of a boy's character is his regular industry in the preparation of his schoolwork. It is not an infallible test, but it is by far the most accurate of any.

514. Such as even the private reading would not give him?—I should say that at Harrow the private reading is by no means sufficient to enable him to judge satisfactorily.

515. I think you have mentioned also that the tutorial system, involving the doing the work of the various forms by one tutor, has a favourable effect on the tutor himself in keeping him up equal to the whole school work?—Yes. It is manifestly an argument which ought not to be unduly pressed, but I have no doubt whatever that it is at once a stimulus and a relief to the tutors to have to deal intellectually with the upper boys as well as with the routine of their own form.

516. Would the same end be adequately effected, do you think, by the examination of one part of the school by the masters of the other part of the school constantly recurring?—To a certain extent the same result would be obtained, but it would be obtained at a very serious cost of frequent examination, which would leave us comparatively very short time for the work in form.

517. Would not the regular examinations of the school at the end of the quarter be sufficient?—I was contemplating very much more frequent examinations than that, in order to form an equivalent to the interest which the tutor may at present be supposed to feel in the upper boys, by his intellectual intercourse with his more advanced pupils. I think he would have to examine very much more frequently, say once a week, in order to gain anything equivalent to that.

518. Do you think that the change of form might not have the same effect also, supposing the masters were to change their forms occasionally, so as for the same master to attend to the work of the highest part of the school at one time, and at another time to the ground work?—That introduces, no doubt, a very important question, which I confess I have never considered. It would be a most fundamental change in the whole system, by which it is always understood that a master who once takes the management of a form never takes the management of a form lower than that.

519. (*Sir Stafford Northcote.*) With regard to the double examination of the compositions, should you not say that there were two distinct functions, the teaching of the boys to compose, and the judging of their progress in composition? Would you not consider that the double system had this advantage, that it enabled the tutor, in looking over the boy's composition, to give him practical advice and assistance, and to teach him how to compose, while the master in school rather compared the progress of the boys in their compositions which are brought before him, and would you not say that that was a better division of labour, than expecting the master of the form to be at once the judge and the teacher?—I should find it difficult to give at all a mature opinion on the question of the division of labour there.

520. Do you think it would be practicable for the form master to give sufficient time to the correction of exercises so as to teach the boys composition?—It is quite clear, of course, that if the system were so changed, it would apply to all the masters, and consequently there would be more time in form and less in pupil room; the time would be subtracted from the one and added to the other; I am certain, as matters now stand, that if we were to take one master in form and expect him to look over and also to pass a final comparative judgment upon all the compositions of the boys in his form, it would be quite impossible for him to do it.

521. Is it not the practice of the tutor in looking over the boys' exercises to send for each boy separately and look over his exercises with him?—I believe so; I believe in each instance the tutor sends for each pupil, and looks over the composition with him individually.

522. It would be a great waste of time if he spent the same length of time in looking over the exercises in form?—Certainly; I should say it would be most undesirable to keep the whole form in school while that was going on. The only way would be to keep the whole form together for a certain time for form purposes; after that he would practically turn the form room into a pupil room, having as his pupils the boys in the form.

523. (*Mr. Vaughan.*) Do you consider that the great degree of work which the tutor does with the form work is a relic of a time in public schools when boys were promoted from one form to another by a routine system of age or rotation, and when therefore this sort of assistance was necessary in order to help boys to do work which they were not prepared for?—The real truth is that I have never been able to trace the historical rise of the tutorial system. I believe as a matter of fact it was introduced into Harrow when a Head Master came from Eton, about 100 years ago. I suspect it came with Dr. Thackeray and was continued by his successors, also Etonians, Dr. Sumner and Dr. Heath.

524. Do you happen to know how boys were promoted then, how they got their promotion at that time in public schools?—I am not aware that the system of promotion was ever fundamentally different from what it is at present. On the other hand, I am very far from stating that it has been always the same.

525. (*Sir Stafford Northcote.*) Do you suppose that a form master, having the boys under him for half a year or a year, would be able to ascertain their individual characters, so as to teach them efficiently, nearly as well if he had not the opportunity of referring to the private tutors?—I have no hesitation in answering your question. I do not think it would be possible. I feel myself, from my experience of the 6th form, that I should have very great difficulty in judging of a boy intellectually, if I only had him one or two quarters under my care. My power of offering him good advice—I am speaking solely of intellectual subjects—is very much increased by continued familiarity with his intellect.

526. Then the private tutor is able to tell you whether the boy is naturally slow, or idle, or timid, or what the points are in his character which you would ultimately find out for yourself, but which it would take you some time to find out?—I think the chances of a boy's being appreciated, which is of vast importance in his progress through the school, the chances of his being appreciated intellectually as well as morally, are very much increased by his being under the care of one master permanently, and not subject to the constant changes of rapid promotion through the school.

527. Do you suppose that the tutors are the better able to train the boys in the lower part of the school from the fact of knowing by experience how the training in the lower part affects their progress in the upper part? Do you suppose that they get such a knowledge of where the weak points are and what the matters are which should be attended to as to

increase the efficiency of their teaching in the lower part of the school from their having pupils in all parts of the school?—If I understand the question rightly, it amounts to this; a case might be supposed of a master in the lower part of the school being wholly ignorant of the intellectual training given in the upper part of the school, and of the difficulties which there meet a boy as he advances. The question then is whether, if he could gain knowledge on those points, his power of giving efficient instruction in the lower part of the school would be increased.

528. Supposing a master who is training a boy in the fourth form is very familiar with the work of the shell, and of the fifth form, and of the sixth form, from having pupils in it, does it not enable him to give the boy in the fourth form a more useful training with a view to the work in the upper parts of the school than if he were not at all familiar with it?—It is undoubtedly an assistance. It would be hard to analyse it precisely, but I should say that the knowledge of what the boy will have eventually to do is certainly of some assistance to enable a tutor to know what instruction to give in the preliminary part.

529. (*Lord Clarendon.*) You say in answer to question 15, "I may say, however, that in the sixth "form, and generally in the fifth form, lessons are "not construed to a tutor before they are heard in "school." I am not quite sure whether you told us that in the lower parts of the school they are?—Yes, they are. There is some variety there. If you look carefully at the details, you will see there is some difference in the accounts of the tutors there. Speaking generally, there are very few instances in which boys as high in the school as the lower fifth form prepare any part of their work in pupil room, but I know of, at least, one tutor who requires the presence in the pupil room of pupils in the fourth division of the fifth form, previous to their going into school.

530. (*Mr. Vaughan.*) On question 17, what occasions the great disparity in the number of pupils of the tutors, one master taking 66 and another taking only 7?—(*No answer.*)

531. (*Lord Clarendon.*) Is it a large house or a small house?—The disparity—if we look at the two extremes—is doubtless great, but the great majority of the tutors have about 40 pupils, and there are only those two exceptions. The master who has 66 pupils has at the present moment 50 boys in his house, besides some young boys waiting to come to him from the houses of temporary accommodation. In the case of the master who has seven pupils, the arrangement is this, that he only has as pupils those boys who are in his house.

532. (*Mr. Vaughan.*) I thought there was an arrangement in your constitution by which those masters who had small houses might still have something like the same number of pupils with the large house masters?—Perhaps I may refer to the answer given in my printed evidence to Question 14.

533. I thought it had been stated that there were a certain set of pupils sent to the small houses in preference to others?—In order to make that quite accurate, I should have said most of the small houses. It is not invariable. There are the cases of Mr. Bull and Mr. Hutton. Mr. Bull has a regular small house, with this difference, that he has no pupils besides those in his house, or any home boarders, and Mr. Hutton has a house which is circumstanced as I described just now.* He has from 9 to 12 boys, some of whom are placed there temporarily on their way to a larger house, and some remain permanently as his boarders. He again does not have the full number of pupils in the same way that the other masters of small houses have. I do not know that I could answer your question better than by saying that the privilege of receiving a full complement of pupils is not shared by all the masters of small houses, but only by a limited number. It rests with the Head Master from time to time to determine whether that number shall be enlarged, and therefore whether the number of pupils shall be proportionately diminished.

534. Is that a mode in fact of giving different salaries to different masters according to their status in the school?—The fees received for private pupils are unquestionably one main source of income enjoyed by the masters, and that particular source of income is not by our arrangements assigned to all the masters.

535. (*Lord Clarendon.*) Mr. Bull has no pupils?—Mr. Bull is a master of a small house who has no pupils from other houses; Mr. Smith has no house at all and no pupils, Mr. Bowen the same; Mr. Hutton has pupils in the particular way which I have described; he has pupils while they remain with him, but not after they are transferred to a large house.

536. (*Mr. Vaughan.*) What is the object aimed at in providing that a certain master shall not receive any pupils as others do?—The reason would be that the position of a master would be *pro tanto* diminished in pecuniary value if the number of his pupils were diminished. What we have to do is to fix some limit which on the one hand shall not be excessive, having regard to the assistance which may fairly be claimed for the pupil; while, on the other hand, satisfactory provision is made for the pecuniary position which may fairly be claimed by the master. If therefore the number of masters who receive pupils is increased, the total number of the boys in the school being limited, it follows that the position of each particular master is diminished in pecuniary value. I believe one of the reasons which influenced the original arrangement was that it was felt that it was desirable for a master to have a certain minimum of pupils, and that in fact looked at from a pecuniary point of view his fraction would be less worth having if the number of masters allowed to receive pupils was increased. We have now several classical masters who receive no pupils.

537. It seemed to me that that arrangement, while it secures to certain masters advantages which they would not have, also secures to other masters disadvantages in excluding them from pupils?—It must necessarily be left to the person responsible in the first instance for the appointment of the master to determine the conditions on which they accept the post, but clearly one of the reasons which must guide the Head Master is that the number of masters taking pupils should not be so great as to make the receipts of each inconsiderable; in other words the number of masters receiving pupils must be limited, otherwise an increase in the number of masters involves always a proportionate diminution in the receipts of those who were there before them.

538. (*Lord Clarendon.*) Did not Dr. Vaughan originally appoint Mr. Bowen without a house, with the intention that he should succeed to a small house and then to a large house?—I could not give a positive answer to that question, but I should have very little doubt that Mr. Bowen on being appointed was given to understand that he would in time succeed first to a small house, if he wished, and then to a large one.

539. Has that condition been complied with?—No vacancy has yet occurred.

540. With respect to the masters of small houses, their profits, I apprehend, arise from three sources, first, 150*l.* given by the Head Master?—Yes, except in the case of one of them who receives 210*l.*

541. Secondly, of such private pupils as may be sent to them from the Head Master or mathematical masters, or the home boarders, and then, thirdly, the profits of their boarding houses?—Yes.

542. Their income as you were saying would very materially depend on their boarders, and the loss of three or four of them might be a very material diminution of the profits of the master of a small house. Would you not consider it necessary in exercising the supreme authority of the Head Master, to have some limit to the small boarding houses, in order that the masters of them should have some sort of security as to the numbers they are likely to have?—I have stated in

* See Question 473.

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my evidence that it rests entirely with the Head Master to determine what shall be the number of houses, large or small, in which boarders are taken. That security will always be necessary. Would you wish to ask me whether I think we ought to have more?

543. Yes, I have no objection to have that?—I am afraid I must give an undecided answer there. At present certainly I see no reason to make me think it desirable that the number of the small houses or of the boarding houses in general should be increased. That is all I should like to be committed to. As a matter of fact, I conceive it is most improbable that we should ever have another small house.

544. Is there a gradual increase of the masters of houses?—Yes; I should be unable to state off-hand exactly in what years the number of the masters has increased, but undoubtedly from the year 1845 the increase in the number of masters has been very great; and the system of sanctioning small houses has, if I mistake not, lasted for not more than ten or twelve years.

545. (*Lord Lyttelton.*) Is there not a great difference between those masters who have very few pupils and others as to the amount of time they have at their disposal?—There is only one master so situated.

546. I thought you said there were several with very few pupils?—There is one master with seven or a few more pupils; there is another master, Mr. Hutton, with about 16; all the other masters have their full complement.

547. (*Lord Devon.*) Mr. Bull is only returned at seven?—Yes.

548. (*Lord Lyttelton.*) Their time is hardly fully occupied?—They have, doubtless, far more time at their disposal; that is taken into account in fixing their salary.

549. (*Lord Devon.*) Mr. Bull seems to have the same number of pupils as boarders?—Precisely; they are the same boys.

550. (*Lord Clarendon.*) As to question 18, "Is "it practicable and usual, to any and what extent, to "pay attention to individual character, capacity, and "mental bias, and to give boys particular facilities "for or encouragement in the pursuit of studies for "which they may show a special aptitude?"—I think that has been to a great extent answered by Mr. Butler. Would you say that it has often occurred that a boy, on showing special aptitude for any particular branch of natural science, does his tutor encourage him, does he look for this special aptitude, and does he endeavour to turn it to account?—It does happen very frequently that a tutor urges a private pupil to exert himself in the special subject for which he conceives him to have an aptitude. In most instances the starting point, so to speak, for the tutor's expression of encouragement would be one of the periodical examinations that I have described, because we have periodical examinations of a voluntary character in the special subjects referred to. It would be very difficult to state, with anything like precision, how and to what extent he would on other occasions encourage him in following such pursuits. I may mention an instance in which a tutor having a pupil who was interested in history thought it desirable to read with him, wholly irrespective of any school examination, a work of great historical interest which has recently appeared. Again, in the case of a boy preparing for the Woolwich examination, his tutor has given him advice as to the historical subjects which he should prepare, and proposes to examine him carefully in those subjects. I may add, *à propos* of what your Lordship was saying some time ago,* that this boy was a boy in my house, in the sixth form. He came to me in the first instance to take my advice as to what history he should read. I gave him my advice, and then referred him to his tutor. I had also myself a chat with the tutor afterwards, and we decided what we should do for him. That was a case in point.

551. (*Lord Lyttelton.*) You would drop some of the verse composition?—Yes.

552. (*Lord Clarendon.*) You say, "If a boy "showed a special aptitude for mathematics rather "than for classical studies, he would probably be "advised to read mathematics privately with one of "the mathematical masters; and in some few in-"stances, with the approval of the Head Master, a "boy would be excused the whole or part of his verse "composition, in order to devote more time to mathe-"matics;" is this often done?—Certainly, it has been done.

553. In recent instances?—I am disposed to think that it is done rather too often than too seldom. The rule which we observe is generally this, that we should never admit a boy to the school if any condition was attempted to be made that he should read mathematics or any other subject specially, to the exclusion of composition, or to the diminution of the time given to it; and we also, as a rule, strongly discourage any such exemption in the case of a boy who is below the fifth form, thinking it more likely that the boy, in consequence of the exemption, would avail himself of it to escape his full amount of work. The great danger is that a boy should have any facilities given to him for being idle. The principle, therefore, I repeat, on which we have acted has been to discourage, as far as possible, any such exemption in the case of a boy below the fifth form. If an application is made on the part of a parent, or if a tutor or master of a form has reason to think that a boy in the fifth form, more especially in the upper part of it, would be likely to derive very decidedly greater benefit from the study of mathematics than from his full complement of composition, then in that case the matter is brought before me, and I should consult with the tutor—possibly with the parents of the boy, in all instances with the tutor—and if we felt satisfied in our own minds that the exemption would not be abused for purposes of idleness, we should then not be disinclined to sanction it. On the other hand, there is the danger that such an exemption may be abused for purposes of idleness. I may explain to the Commissioners that our system, with its very elaborate organization, is adapted mainly to instruction in composition; and I have no hesitation in saying that we can keep a boy more to his work by making him take his share with others in application to that composition, than we can if we allow him to take up any collateral study. If he does take up any such collateral study we have not the same guarantee for his close application to it; and, therefore, before we sanction such an exemption, we require to be satisfied that the boy's character affords in itself a sufficient guarantee for the *bonâ fide* nature of his application.

554. You would not refuse to exempt a boy from a certain amount of study and composition if you believed it was a *bonâ fide* application to employ the time in advancing him in the study of mathematics?—Not if we felt satisfied that a boy would not, in consequence of that exemption, do a less amount of school work. In practice there are a very considerable number of instances of such exemptions. I could very easily furnish the number. I should say in round numbers it is somewhere about 20 or 30. I may be overstating it, but my impresssion is that it is about that.

555. (*Mr. Thompson.*) I presume when you say they are exempted from verse composition you imply by that, that a very considerable portion of their time is placed at their disposal for other purposes?—Yes; I believe I should state it accurately in saying that a verse exercise from first to last will take a boy about three hours a week. He has in practice two exercises, each of which in round numbers might occupy him three hours, and this he cannot shirk, except, of course, by actual dishonesty, such as getting help from some other boy; and in all the forms below the fifth form there is this security against dishonesty, that the composition is all done in pupil-room.

* See Questions 441 and 478.

556. (*Lord Lyttelton.*) Do you mean exemptions solely from verse composition, all the rest of the classical work remaining the same?—All the form work, strictly so called, remains the same.

557. That is as it is at present?—Yes.

558. (*Mr. Vaughan.*) As to the difficulty you mention to exist of exempting boys in peculiar circumstances from doing certain work, and allowing them to do certain other work, without favouring idleness in some degree, is not that a reason for organizing, if it be possible, the system of the school in such a way as to allow of that being done on a system which you are compelled to do as an exception?—Yes, it is a most important question, which I have had under my careful consideration, whether the difficulty alluded to is simply a difficulty of organization, or whether it is not rather this; that you cannot have an organization based on exceptional cases. For instance, you might undoubtedly have, we will say, 30 or 40 boys who should invariably be exempted from a certain part of the regular school work, and placed under the charge of a particular mathematical master, who might be appointed for that express purpose: then it is quite true there would be a fresh organization created, which would avoid anything like irregularity; but then arises the question, to which I do not feel I have sufficient experience to enable me to give a decisive answer, whether a subordinate organization of that kind would carry with it the regular effects of the present organization which extends to the whole school.

559. Do you think it would not be possible to organize the school in such a way that while you limited the variety, you, at the same time, allowed so much variety in your system as to organize it for all the boys?—That is precisely the question about which I have very serious doubts, and feel at present unable to come to a decision, whether, if a certain part of the school, and that only a small minority, is placed under an exceptional organization, however systematic that may be, the boys will work as perseveringly and steadily under that, as they do under the present organization, for which possibly they may be individually less adapted.

560. I mean rather not to ask whether there should be an exceptional organization, but whether the main organization of the school could not be so framed as to admit of boys cultivating different branches of knowledge, and yet being entirely within a part of the school organization; in such a way as this. Suppose that your school was so arranged as to consist at present, of a certain number of forms, call them as you please, 6th, 5th, 4th, and so on, and that the qualifications for each of those forms should be represented by certain numbers, we will say for the 6th form 3,000, those numbers being made up by different branches of knowledge, not only classical qualifications nor only mathematical qualifications, but classics to a certain extent, and then mathematics, modern language, or physical science, so as to complete the numbers. I mean in this way, supposing the number were 3,000 and that you were to allow that to be made up of proficiency in four various branches of knowledge, classics, mathematics, modern languages, and physical science, would not such an arrangement as that make these various studies a part of the main organization instead of the exceptional organization of the school? These forms of the school upon which the social and other powers depended, might be totally independent of any particular branch of knowledge, but might be made up of a certain amount of proficiency in various branches of knowledge, giving them the option to a certain extent of what those branches of knowledge should be?—Putting out of sight the comparative value in themselves of the great studies referred to, I have no hesitation in saying that I believe one system must greatly predominate at public schools. I believe, if you are to have the study of the classics at all, including composition, that they must not only be one study among many confessedly of the utmost importance, but that they must very largely predominate, although we know perfectly well that so long as that predominance remains, the other subjects must necessarily suffer, and that it is impossible in conformity with that principle to allow the rank in the school to depend upon the aggregate.

561. I should wish you to understand that the system I was suggesting does not exclude the predominance of one study. Supposing the number were represented by 3,000 in the sixth form you might still require 1,500 of those to be classical. Supposing you were to allow this predominance you would still secure such freedom with regard to other branches of knowledge, as would enable boys so far as such a thing would be useful and legitimate for them, to choose that particular branch of knowledge which they wished to study. I will illustrate it in this way, supposing the qualifying numbers were 3,000, one boy might be entitled to be in the sixth form by virtue of 1,500 Greek and Latin, 700 mathematics, 800 modern languages, and nothing in physical science; another boy might be there by virtue of 1,000 in Greek and Latin, 900 in mathematics, 800 in modern languages, and 300 in physical science, another boy by virtue of 1,250 Greek and Latin, 1,000 in mathematics, 750 in modern languages, and nothing in physical science, and another boy by 1,250 in Greek and Latin, 1,000 in mathematics, nothing in modern languages, and 750 in physical science, thus still allowing the Greek and Latin or any other subject you choose, but for the sake of hypothesis Greek and Latin to be the main element, letting the others be contributed as the boy chose from those branches of knowledge. Does the objection which would exist against such a system immediately strike you?—I did not quite understand the question at first, but so far as I can judge, that is in the main the present system, with the single exception that physical science is now excluded.

562. The difference is that they are promoted into a different form; they are promoted into the classical form by virtue of qualifications in other branches of knowledge. That you see at once introduces great confusion into the teaching, because of course boys are in the same classical form who have not the same classical proficiency, but in the scheme I was arranging it was proposed that every form in which boys are taught should be totally different from any other, either in mathematics, classics, or physical science; and that all the forms in which they were taught should be totally distinct from the form in which they held rank in the school?—You would propose that the form in which they held rank in the school, should be very much as it is.

563. I would say the scheme does not exclude the predominance of Greek and Latin, but not such a predominance as would allow merely as at present, a ninth of modern language, a fourth of mathematics,—not such a predominance as that. Of course as long as the present system is preserved, of the boys being all in the same classical form, it is impossible to allow a greater latitude than that which you already give, because it would not do for boys of such various classical attainments to be all in the same form. They might be all in the same form in the school as denoting the same rank and giving them the same privileges, and yet be, in totally different forms in all these branches of knowledge?—We will say that the upper form in classics should be classed together entirely with reference to their classical efficiency, and so with the upper form in mathematics and the other subjects, but then that their position in the school should be based upon their aggregate proficiency in all those subjects taken together?

564. Yes, allowing, if you please, the predominance of the classics?—I should answer in the first place, that it seems to me that the suggestion, so far as it refers to the rank of the boys in the school, is very much met by the present system, with this difference, that possibly exception might be taken to the peculiar proportions that we have adopted.

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565. That is exactly the difficulty. It involves such very high proportions for the classics, that it virtually destroys the arrangement. On the other hand, if you were to destroy that high proportion of the classics, you would make it impossible to teach the form as it is now, because it is a classical form?—Yes. The fundamental change would not be that the rank of the boys in the school should be materially different from what it is now, but rather that we should not hear them in form, according to their rank in the school. I should find it very difficult to give an opinion off-hand on so very important a change as that. I know that practically, at present, and probably for a very long time to come, if it was known that a boy owed his position in the upper form mainly to any other subject but classics, his influence would certainly be proportionately diminished.

566. Do you think that that is a thing that would be permanent?—I think it will last, with modifications, for many years undoubtedly; in other words, I think that practically it will be found, and I am quite prepared to express an opinion so far, that it is desirable that classics should remain decidedly predominant; indeed, I believe them to be a far more valuable instrument for training the minds of the majority of boys in school, than any other single study. I do not for the moment enter into the wide question as to whether other subjects have with certain boys an equal educational character. I am putting out of sight also their value as accomplishments. But regarding the different branches referred to simply as means of training the minds of very young persons, I am prepared to hazard the opinion for what it is worth, that the study of the Greek and Latin languages is a much more perfect and cogent instrument than any one of the others. Then comes the practical question of whether you can teach a very large number of boys who learn in classes, if you do not have some one study decidedly predominant. I have always felt that if I was a private tutor in the country, having a few pupils, supposing I was equally competent to teach all those different branches, I should be guided mainly by the peculiar character of the boy's intellect, and should not at all think myself bound to adhere to any one particular system; but when you have to administer instruction to a very large number of boys, you must keep very strictly to the routine of some one particular system; though you know all the while that you are, to a certain extent, sacrificing the intellectual advance of some one or more particular boys.

567. (*Lord Clarendon.*) As this is a very wide and important question, and one in which the public take a great deal of interest at this moment, perhaps you would favour us, after reflection, with an opinion in writing; if so, we shall be happy to receive it?—I shall be quite prepared to place, in some form which may appear in print, either an opinion given with some care as to this great subject, or else a declaration of my unwillingness and inability to write an essay on so fundamental a question.

568. (*Lord Devon.*) At Marlborough is there not some such system?—No, that is somewhat different. That is what the Commissioners call the bifurcation principle. I have expressed my opinion with great firmness and without any indication of doubt, that we cannot by giving another hour to mathematics or modern languages really attain that educational result for which the advocates of both sides wish. The other is a wider question, which, as I have before admitted,* I do not conceive I have at present sufficient experience to enable me to decide, whether you might ever have two distinct departments, one providing what is called somewhat loosely a "modern education," and the other retaining the classical system, including composition.

569. (*Lord Lyttelton.*) Is there any minimum of age at which boys are allowed to be exempt from verse composition?—No.

570. Is it simply according to the form they are in?—Yes, and their known character for diligence.

571. What age is it in fact?—I should say that the limit is somewhat vaguely fixed. The exemption occurs only in a few cases. I hazarded an estimate of about 20 or 30. The great majority of these are in the upper part of the school; at least I believe that in the sixth form and in the two upper divisions of the fifth the great majority of cases would be found. There would be very few boys indeed under 15. It very seldom happens that such an exemption would be thought desirable under 15.

572. You may take 15 as the minimum?—Yes, and the age of 16 would practically be nearer the truth.

573. (*Mr. Thompson.*) What would you say was the average number of boys in the sixth form who are incapable of making any improvement in verse composition after they come into the form?—That is a question of great interest, and one which I find it very difficult to answer satisfactorily. I have known instances in which boys, till within their last year, have shown hardly any signs of anything like proficiency in Latin verse, and then they have really risen to do it above mediocrity. On the other hand, I have certainly observed a considerable number of cases in which I should say a boy gains very little advantage from continuing Latin verses, and in several instances I have been led to discontinue them altogether, and to recommend the boy to confine himself to Latin prose composition instead, in which he appeared to me to be deficient.

574. It does not of course follow when a boy is backward in English and Latin verse that he is good in mathematical studies?—No.

575. Do you find that boys who have a decided turn for mathematics as a general rule can do much in classics?—I do not know whether my experience would hold universally, but I have certainly found that in the sixth form, the best mathematicians have been quite among the best classical scholars, with generally one or two exceptions. For instance, within my own experience, the boys who have been second and third in mathematics have generally been among the best in classics, though the boy who was actually the best was in most cases inferior in classics. I wish I could furnish the Commissioners with more accurate information on this point. I remember in the most searching examination to which I can at present refer in my own mind being very much struck with the fact that nearly all the boys who came at the head in classics were among the first few in mathematics and modern languages. I think it would be dangerous to assume that that would be uniformly found to be the case.

576. Independently of verse composition, what would you say was the proportion of the boys in the sixth form who had what we might call a real love for classical study?—The sixth form varies. Even in my own experience I have noticed great changes in that respect. At one time there seems to be a much larger proportion who seem to care for it than at others. I should say thus much without hesitation, which is, perhaps, a tolerably fair test, that, so far as I can judge from the manner of the boys in form, there is but a small proportion, probably not more than 5 out of 30, who seem uninterested in the lessons, though I have noticed one or two sometimes who seemed as if it was an effort for them to attend at all to what was going on.

577. What would you say was the proportion of boys of that age who could be made to take a real interest in mathematics?—I should think exceedingly small.

578. Much smaller than in classics?—I have no doubt of it.

579. And those boys perhaps in Cambridge might be taught to relish mathematics?—Yes.

580. You think that the period at which a boy leaves school is rather too early for him to have arrived at that?—Yes, except in rare cases where

* See also answers to Questions 382, 404.

there is a certain natural predilection for that study. I believe it is an error to imagine that most boys have a strong predilection for any particular study. You do, of course, occasionally see it. But I am satisfied that any system which proceeds on the supposition that boys have naturally as a rule a special gift for any one particular study, is based on error.

581. (*Mr. Vaughan.*) Might there not be some special reason for paying particular attention to some subject apart from classics,—distinct from that, such as future prospects in life; might that not be one reason amongst others?—I should say that at Harrow, where the circumstances of most of the boys are such as to enable them to carry out their education to an extended period,—to from 21 to 22 years of age,—it is desirable to adopt ideally the best system of bringing out their minds, with little reference to the direct public work of their future lives. If the case of a boy in the middle ranks of society was brought before me, to whom it was a matter of very great importance to be early introduced into some trade or profession, I should then certainly not recommend his going on long with the classical system. I should hold that he must sacrifice something from an ideally perfect system of intellectual education to the demands that were specially made upon him.

582. You are speaking of the boys at Harrow usually being of a class which generally carry on their education to 21 or 22, do you know the cause of the falling off in the number of boys at Harrow between 16 and 18 as compared with those between 14 and 16? Perhaps you do not exactly know the fact that there are 230 boys at Harrow between 14 and 16, and only 144 between 16 and 18, so that it seems there is an escape, as it were, between those ages?—No; I was quite unprepared for that. I was quite unaware of those numbers.

583. (*Mr. Thompson.*) What do you suppose is the proportion of the boys who go into the army and navy?—I could not say. I may mention that we receive now very few sons of clergymen, a fact which startles me very much.

584. (*Mr. Vaughan.*) Do your boys come chiefly from the landed aristocracy?—Very much so. Great numbers also are the sons of persons who have more recently become wealthy.

585. Few comparatively from the professions?—I could not undertake to say that we receive few sons of lawyers and physicians, but certainly as to holy orders, there are very few sons of clergymen who come to us.

586. Do you know for what purpose those who leave at about the age of 16 leave? Do you know whether it is for the purpose of acquiring an education of a different kind elsewhere, or for what purpose?—I could not answer that question accurately off-hand. I could think of many purposes for which they leave. There are a great many boys, more perhaps than is commonly imagined, for whom a public school is not suited, and then it is a wise act on the part of the master to recommend the parents to withdraw such a boy at the end of the quarter. Such a withdrawal involves, of course, no kind of slur on his character. These cases are by no means unfrequent. Then there is the case of boys who go into the army, the number of which I should find it impossible, without careful preparation, to estimate accurately. I should have thought that the army would hardly carry them off so early as 16. I should imagine that 17 would be nearer the mark. As to trade, I am afraid I can only say that there are a few cases every year that come before me in which boys leave in the sixth form to go into trade.

587. The merchant service, for instance, or a bank?—Yes.

588. (*Sir Stafford Northcote.*) Have you reason to suppose that many boys leave early to go to private tutors in order to prepare for competitive examinations?—Boys who enter for Woolwich, who are a small number comparatively, would, in almost all instances, leave before the natural time, probably at least a year. I know cases in which boys stay very much longer than that; but, as a rule, a boy intended for Woolwich would be recommended by the school authorities, as well as by his friends, to leave Harrow about a year before the ordinary time, that is by about 17.*

589. Is that at all the case with other competitive examinations, such as the Indian or Civil service examinations?—With regard to that, the masters, so far as their influence might extend, would certainly discourage a boy leaving nearly so soon. They would think that six months would be ample to enable a boy of fair abilities to make the special preparation required for one of those examinations. Of course a great deal would depend on the character of the boy. Cases occur in which one might feel that a boy was not making decided or rapid progress in classics alone, while as long as he remained with us that would be his predominant training; in that case it would undoubtedly be better for him—having regard to the competitive examinations—to leave for some other special preparation.

590. Do you know whether boys often leave for the purpose of getting education abroad?—Those cases, as far as I am aware, are very rare. They are sufficient to make me aware of their existence, but they are very few. With regard to my answer to question 20, perhaps I may call the attention of the Commissioners to the fact, that the most prominent honours are the Browne medals at Cambridge and the Balliol scholarships at Oxford. In most cases, where there is anything like a large aggregation of distinctions, they are gained by the same persons.

591. (*Mr. Thompson.*) There is a larger number of prizes to be competed for in Cambridge than in Oxford, I believe?—Yes; decidedly so with the prizes, but not, I think, with the distinctions, if you take the whole together. There is, for example, this great difference, that at Oxford there are the Moderations.

592. At Cambridge there are frequently two or three university scholarships in one year, is that the case at Oxford?—Yes; one Latin and the other for Greek and Latin combined.

593. Do you find that as many fellowships are obtained at Oxford as at Cambridge?—I think not. I think there are few Oxford fellowships included in that list.

594. Have you any idea of the cause of that?—I should say that, on the whole, perhaps, our system does prepare rather for the Cambridge style of scholarship than for that of Oxford, but I am not sure that this would satisfactorily explain the fact. We have gained a very large number of Balliol scholarships. The last two years we gained it, and once before that we had four in succession.

595. Have you ever got open scholarships at Trinity, Cambridge?—We have tried twice there, and have failed each time. This time we do not try.

596. I find that the public schools get but a very small proportion of those?—Since I have been at Harrow, our best scholars have been taken off to Balliol, and they have gained two scholarships there, and again one scholarship at Corpus. A Corpus scholarship is only second in point of honour to a Balliol.

597. It is more valuable, is it not?—I think it is as 90*l.* to 75*l.*

598. (*Lord Clarendon.*) With regard to Qu. 21, how are those house libraries kept up?—It depends entirely on the house master. I believe that in most instances a small charge is made in the terminal account which is sent in to the parents, by which new books are provided and old books bound.

599. Do the boys select the books?—In my own house it certainly is so.

* Mr. Butler afterwards wrote—"I should be disposed now (Feb. 1863) to modify this opinion. Last July a boy who had been only two quarters in the upper sixth form, came *fourth* in the competitive examination for Woolwich, though he went up direct from Harrow. He had for some time been taking extra lessons in mathematics, and was excused one verse exercise a week."

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600. But they are sanctioned by you?—Yes; as a matter of fact, I do not always see them, but the understanding is that the list shall come before me for final revision.

601. You would not allow novels in such a library as that, would you?—Yes, they are to a certain extent allowed. It is a matter of discretion. I should not allow in my own house the mere ordinary novels that come out, but any works that seem to me works of real genius, and at the same time not objectionable, are admitted; for instance, all the Waverley novels are there, and a few of the best of the American Cooper's, and those of George Eliot's,—at least "Adam Bede" is there.

602. Or such a book as "Vanity Fair"?—Yes, that is there, and also several by Dickens.

603. (*Lord Lyttelton.*) How do you account for the boys below the sixth form seldom taking out the books from the school library?—The character of the books in the school library is somewhat different from those of the house library. The school library is replenished by the gifts that are supposed to be made by the monitors when they leave, and by any other boys who may wish to do so: It is understood that there is a kind of responsibility resting with the monitors to make a present. The books in the school library are, generally speaking, editions of the classics and works of history or biography. There are few which very young boys would care to read.

604. Is not the distinction rather remarkable, because there is no great difference of age between the sixth form and the form below it, and yet you say that it is seldom a boy below the sixth form will take out a book; how do you account for that?—I am afraid that there is really but a small literary interest among the boys. It varies at different times. The practical reason for the fact of which your Lordship speaks is that the sixth form are far more intimate with the monitors, who alone have the right of entry, and therefore they would less shrink from asking that favour.

605. (*Mr. Thompson.*) Do you think it possible that the work in the school may be increased to an extent injurious to the cultivation of liberal tastes on the part of the upper boys?—I think that is quite possible, and obviously that danger would be felt mainly by the upper boys. It is a danger which I have constantly under my notice. At times I am in the habit of asking either the boys themselves, who are perhaps not the best judges, or those who have left recently, whether there is fair time allowed over and above the school hours to leave room for general intellectual cultivation. Possibly the Commissioners may have observed that the number of hours occupied in the work of the upper sixth form is somewhat less than in other forms; for instance, there is no work at all to be prepared by them on Saturday night, and there is no work to be prepared necessarily on Monday night. The subject for the Latin or English theme is given out on Friday evening; it has not to be shown in till the Wednesday morning. There is another exercise which has to be shown in on the Saturday morning, and therefore it may be presumed that Friday night is occupied with that exercise; but there still remains Saturday, and probably a considerable part of Monday, available for general reading. Then we have extra holidays almost always as frequently as once in three weeks, and sometimes oftener, sometimes once a fortnight; and the effect of this is not simply to convert a half holiday into a whole holiday, and so to diminish the work in form, but it also removes an exercise, and consequently diminishes the pressure in the evening. It is a very important point, but I have a strong conviction that a boy in the upper part of the school, in the upper part of the sixth form, especially during his latter years when he is familiar with his work, has plenty of time to give to general literature. I may mention another point in evidence on this part of the inquiry. In several of the houses the boys have established entirely on their own account small debating societies, taking place one night every week. That would probably occupy about two hours of one evening.

606. (*Lord Lyttelton.*) Then there is a general debating society, is there not?—Yes, consisting of about 30 members. It is held in the monitors' library. The meetings are held there once a week during two thirds of the year. During the summer quarter they find practically that cricket is too powerful a rival.

607. (*Mr. Thompson.*) Do you find that the subjects they discuss are sometimes literary?—I believe they are generally political; a literary debate is, I believe, comparatively rare, or even a historical debate.

608. (*Sir Stafford Northcote.*) Do the tutors ever take part in that?—I believe that recently some of the tutors have taken part, both by being present and by actually speaking.

609. (*Lord Lyttelton.*) Does the extent to which debating societies thrive appear to you to furnish a considerable test of the amount of time which the boys have to give to subjects of serious study apart from the school work?—Yes, and I think the boys who take the greatest part in the debating do practically give a considerable portion of their time to preparing for it.

610. (*Mr. Thompson.*) Are those the boys who excel in classics and mathematics?—As a rule we find that the boys who show the greatest interest in the debating society, and who are the most likely candidates for the prizes for English composition, of which we have two every year, are boys who are also at least fair proficients in classics.

611. (*Mr. Vaughan.*) As to No. 22, do you or do you not think that drawing is a very useful accomplishment for a scholar for the purpose of conducting examinations, and to see that the boys thoroughly understand the descriptions in the classics?—Yes, it would be a useful power.

612. Is or is not the classical poetry so very objective in its character that the great part of it is the representation of outward objects and situations, for instance take any book of the Odyssey, the last or the last but one?—I conceive except in cases where machinery, or a house or something of that kind was in question, it would probably seldom be an advantage for a master before a form to make any pictorial representation.

613. I do not mean for the master, but would it not be an advantage for the master that the pupils should be able to do it?—I have no doubt that if a boy is able to put before himself, with a certain amount of creative effort, any pictorial representation of any object that is brought before him in literature, it enables him the better to grasp it.

614. If a boy possess the accomplishment of drawing so that you could call on him to interpret such a passage of Homer as the last scene in the Odyssey where he is with the suitors just before their destruction, do you not think that a scene of that sort could be represented by the pencil so as to give proof of the boy's understanding of it, better than any description in words?—I should say so certainly, if the boy had the genius to draw the group.

615. (*Lord Clarendon.*) As to No. 23, there has been a confirmation held at Harrow since you have been Head Master, has there not?—Yes, on two occasions.

616. Is there a confirmation annually now?—No; there was one confirmation held last year and another this year, but I believe it was the first time that two confirmations have succeeded annually; generally there is allowed to be one year between. I am by no means certain that the system in future will be to have a confirmation so often as once a year.

617. Are the Harrow boys confirmed separately from any young persons in the village?—Yes; the confirmation takes place in the school chapel, not in the parish church. It generally happens that in the confirmation which ensues in the parish church there may be a few boys of the school confirmed who for

some reason or another, such as accident or ill health, were passed over at the confirmation at the chapel; but, speaking generally, the confirmation of the Harrow boys at Harrow takes place only in the chapel.

618. The boys generally are both prepared and examined for confirmation by their own tutors?—Yes, except in the case of the boys boarding with the Head Master, in which case they are examined by himself.

619. But the Head Master does not examine any boys for confirmation except those in his own house?—No; he delivers a lecture to them once a week.

620. To all that are to be confirmed?—Yes, not only to his own house, but to them all; and he also takes an opportunity before the confirmation of seeing separately, that is, in a body by themselves, all the candidates from any one house.

621. Then upon the whole you would say that as far as your observation goes, and particularly when you were a boy there, the matter is looked upon in a grave and serious light?—Of that there can be no question whatever. I doubt if there be any event in the life of the boys at school which does interest them so much. I am leaving out of consideration how far the effect may be permanent, but there can be no question even to the most ordinary spectator not only as to the boys' behaviour during confirmation, but of their general demeanour during the quarter, and of the fact that it does interest them most deeply.

622. They think the occasion is a solemn and important one in their lives?—A most important one.

623. Upon the whole, as far as you know, they are prepared for it?—So far as I can judge from the boys who come before me in my own house they are prepared very fairly. I certainly could wish that boys before they come to school were more familiar with the Scriptures, and also with the Church Catechism. The only intellectual preparation which we insist upon is that a boy shall give at least thus much evidence of earnestness that he should take enough trouble to learn the Church Catechism by heart. If he does that, and is able to answer with tolerable intelligence, as a boy who knows the Catechism by heart almost always is able to answer, questions arising obviously from it, that is considered to be sufficient to justify us in allowing him to pass.

624. To pass for what, not for confirmation?—Yes; it justifies us in sending in his name to the Bishop.

625. Do you consider that merely knowing the Catechism by heart would be sufficient?—I said that that would be all we should require from a boy in the way of intellectual preparation; there is no other book which he is obliged to get up and to know correctly. If he knows the Church Catechism by heart accurately, and is able to answer with fair intelligence questions arising from it, then his intellectual qualifications would be considered to be sufficient; of course, I am leaving out of sight for the moment all moral qualifications. I may add, perhaps, that as a rule we observe that there is a smaller amount of punishment in the quarter when a confirmation is celebrated.

626. (*Lord Lyttelton.*) Are the majority of your boys confirmed?—I should think so. As far as I can judge from the experience of the last two years, there are about 70 a year. When we had a confirmation ranging over the previous two years, there were about 150, and the last time, there were between 70 and 80.

627. With regard to moral questions, whether a boy is fit to be received on moral grounds?—The names of all the candidates are sent in to the Head Master at the beginning of the quarter; then at the end of the time of preparation, in fact on the eve of the confirmation, a revised list is sent in. The probability is that a few of those names have been erased in the interval. If a boy has seriously misconducted himself, that would be one reason which, in the discretion of the master, would be sufficient to exclude him. Another reason for exclusion, would be a conviction that the boy had not thought enough about the confirmation. It rarely happens, but occasionally you do see that a boy feels it is rather a burden upon him; he is not prepared for it, and then by far the kindest thing to do, is to let it remain over for another year.

628. Does it often happen that they are confirmed under 16?—There are a few instances.

629. Does the Bishop make no objection?—He does not offer any opinion on the subject, so far as I am aware. I believe I am only carrying out the tradition, and that may have existed in an expressed opinion on the part of the late Bishop. 16 is the minimum age, but it would generally happen if a boy was very high in the school, and was 15 years old, we should recommend his confirmation; we should be guided by his character.

630. (*Mr. Thompson.*) You have no rule as to baptismal certificates before boys are admitted to the school?—No; but it is always assumed that every boy who presents himself for confirmation is baptized. I think the rule I should be prepared to follow, though I should always examine each particular case, would be this: to raise no question at all as to whether a boy had been baptized or not, in coming to the Holy Communion; but with regard to confirmation, if I were informed that a candidate had not been baptized, I should probably require it. I should judge from the merits of the case.

631. Are there any dissenters' sons at Harrow?—Yes, there are; and in more than one instance, I have known of cases in which they have wished their sons to be confirmed, those sons having been previously baptized.

632. In their own communion?—No; according to the rule of the Church of England. No instance has occurred within my own knowledge of a parent saying "I wish my son to be confirmed, though he has not "been baptized," nor can I very well conceive that it would occur. Unitarian parents have children who are baptized.

633. I suppose the majority of dissenters who come to you are Unitarians?—I believe so.

634. And do they very frequently wish the boys to be confirmed?—I know two very marked instances in which Unitarian parents did wish it.

635. Have two sermons on the Sunday in the chapel always been the rule at Harrow?—Yes, I believe it may be stated to have been always the rule. I am not able to say positively whether there were two services when the chapel was first built, but I may observe that it is comparatively recently that both the services on the Sunday have been held in the chapel. Till within seven or eight years ago the upper part of the school used to go to the church in the morning, the general assembly of the school being reserved for the evening service. Then, when the upper part of the school used to attend the service in the church, one of the assistant masters used to preach a sermon, addressed to the lower part of the school, in the chapel in the morning; the Head Master preaching to the whole school in the evening.

636. There always have been two sermons?—Yes.

637. Are the sermons usually short?—The sermons in the evening certainly are generally short. They are very rarely as long as 25 minutes. In the morning, I should say they scarcely ever exceed half an hour. The service which begins at 11 o'clock, and has a very considerable choral element in it, is generally over by half-past 12.

638. Do you omit any part of the service?—We omit the Communion service. I should say that as a rule the sermon in the morning ranges from 20 minutes to half an hour.

639. (*Lord Lyttelton.*) Is it a usage that amounts to a rule that clerical assistant masters always take their turn in preaching?—Yes, without exception; there is no doubt that the sermons excite very great interest.

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640. (*Lord Devon.*) I suppose your first service does not last above 20 minutes?—I should say from 20 to 25 minutes.

641. (*Lord Lyttelton.*) That is the Communion service alone?—Yes; the responses to the Commandments are chanted.

642. (*Lord Devon.*) The Psalms are chanted both at 11 and 5?—No, they are not chanted in the morning, but they are in the evening.

643. (*Lord Clarendon.*) By the boys?—Yes.

644. Are they volunteers for it?—Yes, to whom certain privileges are given.

645. (*Lord Lyttelton.*) They make a regular choir?—Yes; and they have an extra exeat called the choir exeat.

646. Does not that promote the musical tendencies of the boys?—No, I am afraid its effect does not amount to that.

647. (*Lord Clarendon.*) The boys always attend the Communion, do they not, after they are confirmed?—I should think it would hardly ever happen that a boy would stay away from the Communion the Sunday after the Confirmation; but passing beyond that, it is of course a matter of extreme interest to observe whether the number of communicants does fairly maintain itself. The Communion, generally speaking, is administered three times in each quarter; in other words, about once a month. It is difficult to speak with accuracy as to the attendance, because we keep no actual register, but so far as I can judge, the number till within the summer following next after a confirmation would range from 100 to 150. After the summer term so many of the older boys leave, that of course the number of communicants is proportionately diminished.

648. It is quite voluntary, is it not?—It is perfectly voluntary; the only kind of strong influence that would be brought to bear would be this, that if a boy was observed, in the upper part of the school especially, and, in fact, if any boy who had been confirmed was observed habitually to be absent, either the Head Master or his tutor would probably think it desirable to speak with him privately upon it, in no degree making it a penal offence.

649. (*Mr. Thompson.*) You could not have any Roman Catholic children?—I believe there has never been an instance; we do not refuse to receive them, but simply say that our rule is that all boys must go to chapel regularly. We had an interesting application of the kind, but the parents could not accede to that condition.

650. (*Lord Clarendon.*) You say, "Besides attending at the three services which I have mentioned above, all the boys are required to attend school for one hour at 3.15 p.m." I do not think that Sunday is so much a day of rest as it might be; do you not think the three services are rather too much?—The subdivision of the morning service was, I believe, introduced partly as a convenient means of ascertaining that the boys were up by a certain time in the morning, and mainly with the view of shortening the whole morning service. It answers this subordinate purpose, that all the boys must be up by half-past eight, the time at which the service is held. If we do not have that morning service, we must have some kind of calling over of the names. Besides that, it really has the important effect of greatly shortening the subsequent service.

651. (*Lord Lyttelton.*) How long has it been divided in that way?—I am not quite able to say. I think I should be right in saying not less than 6 or 7 years.

652. Have you any means of judging whether the boys like it better than to have the whole of the service in one?—I cannot say.

653. (*Lord Clarendon.*) It does not very materially shorten it. You have said that this morning service is from 11 to half-past 12; that is the average of country church services?—I should say the real danger is that the boys should be left idle on the Sunday. I have reason to fear from positive evidence that Sunday is a day which we have most to dread; that the time out of school, and out of chapel, is the time when a boy is most likely to get into mischief. There is no fatigue in the hour of school, for there is a very considerable interval between that and the time of chapel, but of course it does unquestionably cut up the afternoon; it prevents boys from taking any very long walks. The Commissioners may have observed in the adjustment of our "bills," as we call them, that intervals of something like 2 or 2½ hours are left between each "bill," it being thought undesirable that boys should be able to be absent for much longer periods than that. If they were, they could easily get to London, or go to a considerable distance elsewhere, and it would be very difficult to detect them. That, therefore, is the principle on which the time for the "bills" is fixed, and the same applies in almost an equal degree to the Sunday. I believe at one time, but I think it is a long time back, there used to be a morning school instead of the afternoon school; that was in the winter, I think. I imagine there was always an afternoon school in the summer, when the chapel service is later, but my impression is that at one time there used to be a morning school on the Sunday.

654. (*Lord Lyttelton.*) How much do they work in the evening?—I should think very few would give so much as an hour.

655. (*Lord Devon.*) At Rugby the service is divided differently; they have the morning prayer alone at 9, they have the communion service without a sermon at half-past 11, and then they have their single sermon in the afternoon?—Yes.

656. Which involves a shorter period altogether?—I may remind your Lordship that although it is undoubtedly shorter, still they chant all the Psalms and the Nicene Creed.

657. (*Mr. Thompson.*) They have only one sermon?—Yes. Upon that point I have a very clear conviction indeed of the extreme advantage we enjoy in having two sermons. I have no doubt about that. It is difficult to say whether it is most desirable for the boys or for the masters. For the boys it is very desirable in enabling them to see the characters of the masters come out in a somewhat different aspect from that which is ordinarily the only one presented to them, namely, in connexion with their school-work; it enables them to understand the master far more, when he has to speak to them on matters connected with their religious state. To the masters themselves, I am satisfied, it is of the very greatest importance to have an opportunity periodically of appealing to the consciences of the boys.

658. (*Lord Devon.*) Speaking, with no reference to anything that exists at present, is it not conceivable that where 11 gentlemen are to preach, one after another, for 11 weeks, there might be considerable diversity of doctrine or teaching brought before the boys?—That is part of the general question of how far latitude can be allowed to the good sense of men placed in authority. In any appointment I might make, I should attach the greatest possible value to good sense. I should not think before-hand, whether a master was likely to misuse an opportunity for giving utterance to any very peculiar opinions. The question would not suggest itself to my mind in that way; but the question of his general good sense would present itself as one of the most important elements to be taken into account; and having once appointed him, I should leave him entirely to himself, feeling quite sure, though he might occasionally betray some error in judgment, yet that that way is the safest.

659. Do you think that the preaching by 11 gentlemen in succession would be likely to produce so much impression on the minds of the boys, as the teaching of one man, say the Head Master?—I believe that all the masters would say, that the Head Master, from his position, enjoys the means of speaking with a weight which no one else, however great his abilities and powers as a preacher, can

attain to. The Head Master starts with an immense advantage, there can be no question of that; but still I am convinced that the boys do, as I say, gain a very important advantage, greater in fact than I can well express in words, from the masters speaking to them occasionally on the most solemn subjects. I may say also, that it is of great value to myself as Head Master, partly from the fact that among the Head Master's colleagues, the probability is that there may be men of marked ability, or piety, or eminent theological learning, and partly because it enables him to gain a far deeper insight into the character of his assistants.

660. (*Lord Lyttelton.*) You do not think that those advantages could be sufficiently attained, with only one sermon on the Sunday?—I do not indeed. I am quite clear as to the vast advantage derived from having a sermon preached every Sunday morning by an assistant master.

661. (*Mr. Thompson.*) Have you any means of testing the attention paid by the boys beyond their demeanour in chapel?—As Head Master I should always shrink from speaking to the boys personally upon the impression made upon them by the sermon, except, perhaps, to a very few of the upper boys in private conversation; but I do have the means of hearing about that from other masters. The boys speak very freely indeed of the sermons to masters with whom they are very intimate; and I remember from my own recollection as a boy at Harrow, with what keen interest we used to anticipate what would be the line taken by a particular master, drawing particular distinctions, not between the doctrines, for that question seldom presented itself, but between the modes of expression which would be adopted.

662. (*Lord Lyttelton.*) Have you ever observed, either as a boy or since, any inconvenience arising from the great variety of preachers?—Not the slightest.

663. (*Sir Stafford Northcote.*) Do you suppose it is the case, that the boys take the opportunity of Sunday to do their Latin composition?—It is impossible that any but sixth form boys should do so, and I am satisfied that they do not.

664. I understand you that it is set on Friday, and shown up on Wednesday?—That is the exercise of the sixth form. The Latin theme is set on Friday evening, and is sent up on Wednesday morning. I feel perfectly confident that it would scarcely ever happen that a sixth form boy would do this exercise on a Sunday. If it is a punishment of lines, we avoid, if possible, setting them on the eve of Sunday. We take the greatest possible pains to avoid that. It is a very common custom to write letters on the Sunday.

665. (*Mr. Thompson.*) Some religious people would perhaps object even to that?—Possibly; but those who have studied the life of boys at school would, I think, be disposed to suggest that as one of the best modes of spending a part of the Sunday.

666. (*Lord Clarendon.*) You say, "At the end of "every school quarter a divinity paper, bearing on "the school work of the quarter, forms part of the "examination of each form," what should you say is a divinity paper?—The boys read through a certain part of the Bible, according to a fixed rotation during the quarter. They are examined orally on the subject in school on Sunday, and at first school on Monday morning. The whole of that subject, or part of it, is set at the end of the quarter for the examination; that constitutes the divinity paper.

667. (*Mr. Vaughan.*) Is that chiefly historical?—I think that the whole of the Old Testament is set with the exception of several of the Prophets, and the Psalms. I think the whole of the Pentateuch is taken.

668. Do you take the Law?—I know that Genesis and Exodus are taken; probably it is a selection from Numbers and Leviticus, with the greater part of Deuteronomy. The most minute parts of the ceremonial Law would, of course, be omitted. It is left to the discretion of the masters.

669. Is it returned in any of these tables? I see here that they are chiefly the historical books of the Old Testament?—That return was, I think, given for one particular year. Our cycle of reading includes, I know, the books of Genesis and Exodus, and at least a selection from the remaining three books of Moses. I am not quite certain as to how that selection is made. The Gospels are read, as well as the books of the Old Testament, in all the forms below the sixth, and in the sixth form almost exclusively the Epistles.

670. Then it becomes a doctrinal examination chiefly in the sixth form?—I should say rather a critical one, to observe whether they have carefully prepared the subject. Certainly that is the general character of it.

671. (*Mr. Thompson.*) As a rule do you object to allow boys to go home on the Sunday; those in the neighbourhood of London?—Our principle of allowing boys leave of absence in the quarter is this: once in a quarter a boy is allowed to have what is called his exeat; that exeat extends either from Saturday midday to before second school on Monday; or if Saturday be a whole holiday, then the exeat extends from after fourth school on Friday till before second school on Monday morning.

672. That comes only once a quarter?—Yes, we attach great importance to not allowing a boy to have more than one leave of absence in a quarter, unless of course there be some really serious reason, such as the serious illness of a friend.

673. You consider it an evil that he should miss the Sundays at Harrow?—Decidedly; and I may add that we do not allow any boys to have an exeat, except in cases of special emergency, on the Sundays when the Holy Communion is administered; and there is also this limitation, that a boy is not allowed to take his exeat within the first month of the quarter or the last fortnight. There are many reasons for that.

674. (*Lord Clarendon.*) You say there is no absolute uniformity of punishment for similar offences. "Each master is at liberty to determine for himself "the punishment which he awards for any particular "offence." I must say I think uniformity of punishments for similar offences could be easily arrived at?—It is so very difficult to determine what is a similar offence, because there are all sorts of degrees.

675. Although there may be variations in the degree of the offences, yet their general character must be so much the same, that some kind of uniformity at least ought to be made, otherwise there would be a great sense of injustice?—I was most anxious in giving this answer, to avoid stating anything that was at all inaccurate, and I prefer, therefore, to speak here with somewhat of vagueness, rather than say what might turn out to be short of absolute truth. I said there is no absolute uniformity. That is true; if I had said there is no approximation to uniformity, I should have said what was not true. There is no system of regulations existing on the subject, and I am not aware that there are ever any debates among the masters on the subject; still as a matter of fact, each master does possess a very fair knowledge of the general amount of punishment given in certain cases. I do not know that I could state the matter more accurately.

676. I should think that there was no subject of more importance to discuss, and as far as possible to come to some opinion about, at the periodical meetings of the masters, than the amount of punishment which should be awarded for offences, that on the whole must be considered so similar?—Whatever the general understanding, much must in practice depend on the character of the master.

677. I suppose the punishment of setting lines has often been considered by the Head Master and assistant masters at Harrow. It appears to me to have no other practical result than that of spoiling the handwriting of the boy. Is there no other punishment do you think by which some good might

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be done to the boy?—I should observe on that, first of all, that I question the accuracy of that inference as a whole, that it does affect or spoil the handwriting of the boys, and secondly, that it does not apply by any means to the majority of the school, because the great majority of the school are not in the habit of being under punishment.

678. (*Lord Lyttelton.*) Does it not necessarily make them write in a very rapid and slovenly way?—I think it is very important indeed, and I may say the importance is quite recognized amongst us, that the handwriting should be looked to carefully, and that the boy should not write a mere scrawl. Your Lordship (*addressing Lord Clarendon*) has assumed that the writing is atrociously bad; as a matter of fact, it varies very much indeed. I do not deny that in the laxity and in the weariness which often attend looking over a punishment, I have myself passed over writing which is very bad, and calculated to injure a boy's hand: so far as I do that, I fall into an error in not exacting good writing. There is really nothing at all to prevent a master from seeing that the handwriting is very fairly good. I admit most fully that this punishment is an evil; it is simply a part of the great question of all punishments. Do what you will you never can frame a punishment which is not attended with some great inconvenience or evil. What we have to do, I conceive, is to hit upon some form of punishment which is at once so unpalatable to the boy as to be a tolerable guarantee that he will not offend again in the same manner, and at the same time, a very important condition, such that the master who sets it shall not be unduly burdened. If the punishment of learning lines by heart be adopted in the lower part of the school, it is attended with these evils, that in the first place you have no guarantee that the punishment learnt by heart is really learnt thoroughly well, because you are most unwilling to turn back a boy if he can just scrape through, and, secondly, the amount of time which is consumed in hearing the lines said is something which it is very undesirable, I think, to impose on the masters. With regard to the boys in the sixth form, whenever I have occasion to set punishments to them for minor offences, such as being late in the morning, I do set punishments to be learnt by heart, and even then I find that the result is very far from being really satisfactory. Part of my time in school in the early morning is sometimes occupied in hearing boys in the sixth form repeat lines by heart, and although, of course, such punishments are comparatively very rare, yet, I see enough of the system to know that in the under forms, where punishments are necessarily much more frequent, it would be quite intolerable for the master to have them learnt by heart.

679. I am afraid the system is rather more having in view the convenience of the masters rather than the good of the boys?—The convenience of the masters means the time of the masters, and the time of the masters is the advantage of the boys. I have no hesitation in saying that the amount of work which now falls on the masters is exceedingly heavy. I am not simply speaking for my colleagues, and saying that the work is done thoroughly,—that is beside the mark,—but the amount of work which a master must do is so heavy, as really to leave him very little time for any other pursuit, and that is by no means good for the school.

680. (*Lord Lyttelton.*) Is handwriting in an imposition expected to be as good as in an exercise?—That varies; I am quite prepared to admit that it varies too much. From time to time the subject has been reconsidered, and we have always separated with the firm intention of exacting a better writing in punishments; and then by degrees the practice again becomes lax. The boys are often instructed to write out the lines on double ruled paper, especially the younger ones.

681. (*Mr. Thompson.*) I think the cane is not used at Harrow?—No, it is not.

682. Would that be an agreeable substitute for the imposition?—It would very often undoubtedly do away with the other. I should not like to introduce it now, but unquestionably if it was introduced, it would do away with many of these troublesome punishments.

683. (*Lord Devon.*) The extra school must tell very severely on the master and the boys?—That is taken by the masters in order of rotation; it is a very troublesome office. I think the solution of the question would really be, to enforce better writing, and to diminish the number of lines; but it is much easier to lay down the rule than to carry it out with uniform consistency. It would be erroneous, of course, to imagine that at present lines are set on the supposition that the writing is to be very bad. They are not set with that understanding on the part of the masters, but the practice of requiring good writing varies very much. I do not think for a moment there are many cases in which the punishment has had the effect of spoiling handwriting.

684. (*Sir Stafford Northcote.*) Would it not be possible to let the masters take in rotation the task of looking at the punishments, so that one master should have the punishments brought to him at a particular time?—A boy, without libelling his nature, will do all he possibly can to evade a punishment, and the master who sets it is far more likely to see that it is done.

685. Supposing it was recorded, and there was one master who took the punishments for the week or for the day, and the list were sent to him, he would see that such and such boys had such and such punishments, and he would spend a certain portion of his time in looking at the punishments; if they came to him at a fixed time, he would probably spend very little time in seeing that they were properly written?—The difficulty would be for each master to announce to him, with anything like accuracy, the punishments which he had awarded. Punishments are, of course, rare for serious offences, whether of a moral character or what are considered to be serious in point of discipline. To record these on a list might be possible, but it would be very inconvenient to do so with all, there are so many trifling punishments which occur.

686. (*Mr. Thompson.*) Would it also be possible to abridge the labour of the master by setting a boy a piece of uninteresting English prose to get off by heart, say from the History of England. Perhaps 20 lines of English prose would be more difficult to get by heart than forty lines of English verse?—No master I think would ever wish to hear the repetition through. I ought to observe, that one of the difficulties in the way of the punishment of learning by heart is this, that it varies so much with different boys; to one boy it is torture, to another it is nothing.

687. (*Lord Lyttelton.*) You say, "It is of course "left to the discretion of the masters to decide when "a boy must be sent up to me. In general there is a "strong feeling that the more this can be avoided "the better," does that solely apply to flogging?—No, to "sending up" at all. It is thought that the sending up to the Head Master ought to be regarded as a great thing; it is thought an event in a boy's life.

688. (*A Commissioner.*) I suppose throwing stones would be a floggable offence?—The punishment for that offence would depend upon whether there were any wanton circumstances connected with it. Or again, if I found that it was getting to be a serious nuisance, the only way of putting it down would be to use strong measures.

689. (*Mr. Vaughan.*) Would the boys understand that you were doing it upon that principle?—I think so; but I should be exceedingly grieved to have to administer a severe punishment, when the only reason for doing so was the absolute necessity of putting a stop to a practice which, in itself, was not morally bad. The only case I remember in which a boy has been flogged for that offence has been

where it was prevalent in a particular house among very small boys.

690. (*Lord Devon.*) In what part of the school does the punishment take place?—In the fourth form room, with no one present but the school *custos*.

691. And he is a servant?—Yes.

692. Anyone else?—No, the school *custos* remains at the door, standing against it to prevent it being opened from the outside; as a matter of fact he does not see the boy flogged, there is a screen between them.

693. Does the usher flog?—No, he does not.

694. (*Mr. Thompson.*) Have you any objection to answer a question as to the number of corporal punishments inflicted in the course of the year?—It varies very much. The cases are most frequent, as might be expected, towards the close of the quarter, for several reasons, which perhaps I may mention. First, the influence of home, to which I attach great value in keeping boys from serious offences, begins to a certain extent to wear off; then again there are cases of continued neglect which an assistant master will tolerate for a certain time before he sends up to me at all, and probably I pass them over without the most severe punishment on the first occasion, so that I have at last all the arrears, which become heavy. The total number of cases, however, varies. I should say probably about 20 times in the course of one school quarter is about what it has been since I have been at Harrow.

695. You have three quarters?—Yes.

696. (*Lord Clarendon.*) Twenty times each quarter?—Yes, about twenty times a quarter.

697. (*Lord Lyttelton.*) I perceive you invariably give a boy an opportunity of defending himself; when he is sent up to you, you always ask him whether he admits the offence?—Yes, and while I most scrupulously give him an opportunity of making a defence, it is of the very first necessity to save him from the temptation to tell a falsehood. It is important not to give a boy too much chance of defending himself, thus leading him to evade. If you do, you become responsible, for it is sometimes more than a little boy can stand out against.

698. You bear that in mind?—Yes. I always assume as I have stated in evidence, that the boy has done the act. Generally my short conversation will begin with, "How is it that you have done this?" In most cases he will stand silent, which is much the best thing he can do. After a few words, and after taking down the offence in writing in his presence in my book, I then tell him what the punishment must be. In some cases it happens that one has a long conversation with the boy. In such cases I generally send for them after fourth school, when it not unfrequently happens that I am detained for as much as half an hour. If the boy brings with him anything like a real excuse, it frequently involves my requesting an interview with the master. Then I have a conversation with him on the subject, before I award the punishment. I may say, that if a boy maintains that he has not committed the offence, or if he offers circumstances, which seem to me, if true, to be seriously palliative, I should not give him any punishment at all, till after communication with the master who sent him up; and it would rarely happen that I should punish the boy at all after a conversation with the teacher, if he persisted in denying the offence altogether.

699. Would you let him off altogether on his own strong denial?—To the best of my knowledge, I have never but in two instances punished a boy on a grave charge, when he has persisted in denying the offence.

700. You have no actual exemption, as I understand, from flogging, except in the sixth form?—No; the exemption of the sixth form may certainly be said to be absolute. If there was a case conceivable, a boy would be first degraded, and then flogged.

701. Are the monitors in fact ever punished at all?—They are not exempt from punishment. The punishment of a monitor, in any case at all serious, would be a public reprimand before the form, or if that was insufficient, it would be degradation either to a lower place in the body of monitors, or to a lower place in the form, or to the bottom of the form, or, lastly, it would be dismissal from the school altogether. I should make no distinction between the monitors and the upper sixth form with regard to punishments for trifling irregularities, such as being late in the morning. A sixth form boy merely says a few lines by heart; if he is late, for the first few times I should generally pass it over; after that I should give him from 20 to 30 lines of Homer to learn by heart.

702. (*Lord Devon.*) Has it, in your experience, been the practice to flog only in the presence of the *custos*, and not in the presence of the monitors?—Certainly; years must have elapsed since it happened that any boy was present.

703. Does it seem to you that any good would result from certain selected boys being present, with reference to the *morale* of the school?—I should be sorry to allow it.

704. Are you aware that in some schools the boys are flogged in the presence of the whole school?—I am not.

705. (*Lord Clarendon.*) Fagging is very much diminished to what it was, is it not?—It is very difficult to define exactly what fagging is; it is partly a general power of being able to give orders to a younger boy, and it is partly a definite exercise of that power. There is no diminution whatever in the first of these, except, indeed, that whereas at one time at Harrow, the upper fifth form boys had the power of fagging, that has been for about 17 years confined to the sixth alone.

706. The fifth form cannot fag?—They have no power of fagging, and they are not fagged.

707. You say, "Without attempting to define "accurately the duties of a monitor, I may say that "he will be bound to keep reasonable order among "the boys of his house," and so on; do you consider that works well?—Yes, I do. I could not over estimate my own sense of the great importance of the system.

708. How do you say it works in the boarding house?—It acts in this way, that the head of the house first of all has a special authority given him over all the members of the house.

709. By the master of the house?—Yes; it is not given in any formal manner, but it traditionally comes to him, and is fully recognized both by the master of the house and by the boys themselves; in fact, it is as much a part of the system as any other. As to the way in which a boy, if he does his duty, would exercise that authority, it is of course difficult to give an exhaustive description; but I might mention some typical details. One function would be, to keep reasonable order at all times. During the evening, for instance, if the head of the house was convinced that boys were not playing to a moderate extent, but knocking the chairs about, and, perhaps, for some hours going on with some noisy game, he would, in the interest of the house, put a stop to it; that is what I mean by reasonable order. Then a very important function, to which I attach great moment, is that he should keep the house not only in reasonable order, but almost entirely quiet, during the last half hour before the lights are put out. I may say, when I was myself head for a year of Dr. Vaughan's house, from 10 o'clock onwards I used to allow scarcely a sound to issue from any part of the house. I used to stand at a place which would enable me to hear any sound—the whole of the boys knew I was there, therefore there was no espionage—and if I did hear anything of the kind, I should always call for the fag, and send him down to stop it. In that case my call would be heard all over the house, and it would be known that the head of the house was on the alert. If it was at all serious, I should probably go down myself and tell the boy there to come to me the next

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morning if he was making a great disturbance, and visit it, if necessary, with some slight punishment.

710. Which you would have a right to set?—Yes, the simple punishment would be this; in the case of a fifth form boy there would be no punishment at all, except a reprimand and a threatening that it might be more serious if it occurred again. In the case of a fag, one would either give a simple reprimand, which in nine cases out of ten was all, or one would put him to an extra day's fagging. If it seemed to be a gross case, then we should have the power of the cane. Practically, the use of the cane for anything of that kind was excessively rare; it would be used if one had occasion to think there was a very noisy turbulent set that required an example to be made. The object of all this was to secure real quiet for the boys during the last half hour, in the special hope that they might say their prayers quietly; for instance, we should never allow any of the boys to be out of their rooms after that time, and I do not hesitate to say that it is perfectly easy for the head of the house to insure that.

711. (*Mr. Thompson.*) By that you mean not being in some other boys' rooms?—Yes.

712. Do you suppose that a monitor would interfere to prevent a boy from smoking?—He would be held to be guilty of a decided breach of school rules, if, seeing a boy smoking, he took no notice of it. If he saw a boy smoking, he would no doubt take into account his age and his position in the school in determining the punishment, but it would be a breach of duty if he passed it over altogether.

713. In practice is it passed over?—Of course there are exceptions in every system, and a boy will sometimes be unfaithful, or timid, and so will connive at it. A great temptation to a monitor is, if he allows a thing, to pretend not to know it: if he once knows it, he would sink in public opinion if he passed it over altogether, but the temptation is to turn the blind side to it.

714. Would a monitor be very unpopular if he were notorious for vigilance in putting a stop to practices which are not morally wrong?—No, I can understand that that might be felt, but I should say that the feeling in the school about those acts of irregularity is such, that the repression of them by a monitor appears to be distinctly part of the school system. I do not mean for a moment to say that the boys as a body attach flagrancy to acts which are contrary to discipline, but so to speak there is—I should not hesitate to use the word—"conventional" flagrancy attached to such acts.

715. (*Lord Clarendon.*) From your observation what should you say is the effect of the monitorial system on the monitors themselves?—I may say that there you go to the true gist of the question. Persons who have not paid attention to the subject frequently imagine that the monitorial system is only another name for legitimised tyranny, whereas it is on the contrary my firm conviction that it is the greatest safeguard against tyranny. On the other hand, the real defects of the system are more likely to be seen in their influence upon certain monitors, who are by nature not well fitted for any post of authority. The defect which may present itself is this; that first of all a very conscientious boy wanting in what I may call public character, a boy who if he was left alone would naturally be very reserved, and live by himself, and take no part in anything bearing on the general good of the body, such a boy feels the monitorial responsibility to be a burden, and, doubtless, it is injurious for a young person to feel for any length of time any serious distress from a conviction that a duty is imposed on him to which he is unequal. That I think has an evil influence, which it is difficult to analyse very accurately, but which we should all probably admit. Then on the other hand there are boys who become somewhat stiff and priggish in their relations towards others; that is a possible evil resulting from the system, and one to which I may say that I am very keenly alive. To speak quite frankly from my own experience, I was much struck on going to Harrow as Head Master, to see how singularly free from any priggishness of this kind the upper boys were. So far as I could judge from watching them very closely, there was not a single instance of this affectation. I should say there is a more complete exemption from it now than at the time which I can remember as a boy myself. I can call to mind a few instances then, in which, as it struck me, boys' characters were temporarily somewhat warped—not permanently, so far as I have been able to judge—but for the time I think they acquired a somewhat unnatural stiffness which was certainly disagreeable and probably injurious.

716. Are not the senior 15 boys always monitors?—Yes

717. Those boys may be of various characters and perhaps not fit for command?—It probably happens that out of those 15 there are several who are not well fitted for command.

718. They are not such as you would select?—No, not if I made a selection of the boys entirely from my impression of their character; but were I to do that, I should be neglecting the element which has perhaps more power in the school than any other, viz. seniority.

719. (*Sir Stafford Northcote.*) Do you think a monitor who was himself lax in his conduct, could probably maintain influence with the boys below him?—No, I think not.

720. In such a case as that of a monitor, who was himself in the habit of smoking, he could not very well put down smoking among other boys?—No, his influence in the school would be worthless altogether.

721. Do you suppose that the sense of that, and the desire to stand well as a monitor has a good effect on a boy, or does it more frequently happen that it injures the monitor, that you have monitors who are careless?—In that respect, I have no doubt the effect is to make the monitors very careful indeed as to their own conduct. We see that in a very marked manner even at the lower end of the sixth form; it is felt in the school at large that a boy in that form, although he has no monitorial authority, would seriously lose character if he were guilty of forbidden acts.

722. Would the other monitors take notice of a monitor who committed a breach of rules, who smoked for instance?—Practically, I have never heard of such an offence taking place till afterwards. Indeed, since I have been Head Master, I have never heard of it taking place. As a boy I never heard of any monitor being detected in smoking or drinking while he was at the school; it has been found out afterwards. It is difficult to speak without experience as to what would be done in the case you suppose, but I apprehend it would be this; that the monitors would assemble together in the library, and convene the offending monitor before them; then if it was a very gross case, such as a drinking case, it would probably be reported to me as it stood; I should then use my discretion as to the amount of punishment.

723. (*Mr. Vaughan.*) I do not quite understand the position of the sixth form; you say, "If any well "known rule of the school were violated in the pre- "sence of a sixth form boy, still more if he were "himself personally concerned in the violation, he "would be held, both by the masters and by the "school, to be culpable in a much higher degree, "than if he had been, say, in the upper fifth form;" but if he has no authority, how could he prevent it?—The difficulty is, of course, to define the word "authority;" he has no authority to punish, but, on the other hand, he has a very considerable weight attached to his position; so much so, that an upper boy can always greatly influence the conduct of a younger boy.

724. (*Lord Devon.*) What description of punishment can monitors inflict?—The monitor is tacitly allowed—I say tacitly allowed, because powers are never actually delegated—to set punishments of lines; but I believe they are scarcely ever set at all.

725. To whom would they be said?—To himself. His authority would range over all below the upper fifth form. In my time I never set a punishment of lines.

726. What punishment is set?—The only punishments are, adding to the fagging of boys who are subject to fagging; or remonstrance with a boy, more or less publicly, if he is above that—for instance, convening him into the library, or before the house, as the case may be—and then the caning.

727. With regard to the caning, do you feel quite confident that it is a safe thing to invest boys with that power?—I speak from what I have seen and known, and, speaking generally, I should say it is. I do not deny that cases are possible where a boy, either from passion or from a defect in judgment, will cane another boy severely, but I believe that such cases are exceedingly rare, and that the tendency of things is that they should become rarer.

728. Supposing that from passion, or from defect of judgment, an undue punishment is inflicted in the way of personal chastisement by the monitor, what would be the feeling of his brother monitors on the subject?—They would very strongly condemn him.

729. Do you think that you could rely upon this?—Yes. Of course I, to a certain extent, beg the whole question in saying so. They might naturally sympathize with his view of the subject, but I should say in any case where a boy was seriously hurt, the good feeling of the boys would always break out.

730. In your knowledge have instances ever occurred in which a boy caned by a monitor has complained to a higher authority, and thereupon the master interfered, and found a difference of opinion between himself and the other monitors on the point, the monitors taking the part of the other monitor?—I have known cases in which the boy punished complained to the Head Master; as to the second part of the question, I really could not say.

731. What was done?—The case of which I am thinking was before my time. Some modifications have since then taken place with regard to inflicting punishment with the cane by the monitors; for instance, twelve years ago no boys in the school below the sixth form were exempted from the liability of being thus punished, whereas now, boys in the upper fifth form are so exempted. I could not state what follows with equal accuracy, but I know some very important precautions were taken, that the boy specially aggrieved should not himself carry out the sentence; precautions also were taken, I cannot say exactly with what limit, that under certain circumstances the monitors should meet together before the punishment was inflicted.

732. Is it left to the discretion of the monitor, or to the general custom and tradition, to decide when he shall use the cane at all?—It is left quite to the discretion of the monitor, modified, of course, by antecedent tradition.

733. (*Mr. Vaughan.*) In extreme cases I understand the monitor would be discouraged from sending it to the decision of the Head Master, while it would be a recognized thing that a master should so deal with it. Upon what principle is it that while a master is expected to send up a boy to the Head Master to receive his punishment, a monitor is discouraged from doing so, but is expected to punish himself? You expect the monitor to punish, but you do not expect the master to punish?—The power of government exercised by the monitors is a government which owes its efficacy entirely to the fact of its being possessed and administered by the boys themselves. It is not as if that power had latterly been given to the monitors by the masters; it has sprung up long since, and has been exercised from time to time, and is now regarded as just as much a part of the school system as the discipline administered by the masters; but, excepting in cases the gravity of which approves itself to the feeling of the whole school, the moment a monitor makes a complaint of a schoolfellow to the master, he then steps out of that internal government, and subjects himself to all the obvious odium of reporting a schoolfellow to one who is in a different relation.

734. Upon what principle is it that fagging is exempted after three years, if a boy does not rise in the school?—From the feeling that he has had enough.

735. (*Lord Devon.*) I wish to know whether it was in your observation that one effect of the large powers entrusted to boys was that it made them imperious?—It is quite clear that such a thing might in certain cases result; but I can only say that I have not observed its influence to any considerable extent; there is the other evil, which I dread more, of a boy being made stiff and priggish.

736. What would be your opinion of a change in the regulations, which would provide that instead of the individual monitor having the power to inflict personal chastisement, in every case it should be referred to a jury of monitors?—The truth is that that modification does exist in, I may say, all cases of gravity; but, of course, to a certain extent, the power and influence of a boy is increased by its being known that the power of punishing rests with him. I am thinking mainly of what may be called house offences rather than school offences. As in a ship, a captain is regarded as having definite authority vested in his hands, so in the case of the house, summary punishments, where necessary, should be inflicted by the recognized head; but, on the other hand, I feel very strongly the great importance of the head of the house availing himself of the counsel and presence, if necessary, of the upper boys in the house whenever any punishment involving an important principle is inflicted.

737. As the matter stands at present, would a monitor now possess the power of inflicting corporal chastisement on any boy who should neglect to fag at cricket, or neglect to pick up balls for the sixth form boys?—The power is not restricted to any particular kind of offence. So far as I can judge, a monitor would never think it necessary to inflict that particular punishment unless he was satisfied that there was something of impertinence or of a deliberate character involved in the offence; if it was only neglect, I do not hesitate to say that he would misuse his power if he inflicted the punishment in question.

738. If a boy pertinaciously abstained from performing the part assigned to him, what would be the case then?—Such a case perhaps never existed; in such a case it would be brought before the head of the school; it is hardly more likely to happen than that a boy should refuse to take the punishment awarded by a master.

739. (*Lord Lyttelton.*) There may be 50 or 60 cases of flogging in the course of the year, are there as many or nearly as many cases of caning by monitors?—That I cannot undertake to estimate; I really cannot say.

740. Is there any record kept?—No, I think not.

741. (*Lord Devon.*) Is there of the flogging?—Yes, I keep a record of all offences which are brought before me, that is of all cases of a boy being "sent up" to me; after stating in each instance the offence, with the name of the master who sends the boy up, and referring if necessary to previous instances in which he has been sent up; I in all cases add the punishment.

742. (*Lord Lyttelton.*) I observe you say, "No one "below the monitors may inflict personal chastise- "ment for any cause whatever, except the head boy "of a large house, who is invested with monitorial "authority over the members of that house." I suppose practically such a boy is always in the sixth form?—Yes.

743. (*Mr. Thompson.*) You say the monitorial system is a means of preventing bullying, would you extend that to a case of this kind? Supposing a small boy to have been grossly bullied by a big one, would he go to a monitor and inform against his oppressor? Would there be any feeling of honour to prevent him from doing it?—It would depend on the opinion of

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the house; bullying is more likely to take place in the house than in the school. I should say a case would not be likely to occur in which a little boy bullied would directly complain to the head of the house. If it was a gross case, indeed, in which all his immediate friends supported him, he would not shrink from it. But the way in which the power of the monitor or head of the house would give protection in such cases would be this: in the first place, the big boy would know that there was this power over him, and so far be deterred from bullying, and secondly, if the bullying did take place, the head of the house would hear of it from the general talk in the house. It would very seldom happen that a boy was bullied at all seriously, scarcely beyond mere teasing, for any length of time without a rumour of it reaching the head of the house.

744. The boy would feel less reluctance to tell the monitor than he would to tell the master?—Yes, undoubtedly. Public opinion would hardly ever warrant his telling the master.

745. (*Lord Clarendon.*) You say that public opinion is against bullying?—Yes.

746. (*Mr. Vaughan.*) You referred to your experience as a boy at school; did you never know an exceptional case of some monitor habitually abusing his power?—I never knew a single instance of it at the time. I have in one instance, after the departure from the school of such monitor or monitors, ascertained that they have grossly misconducted themselves in a systematic way.

747. You did not know it at the time, although a boy at school?—At the time I was unaware of it. I wish to ask your Lordship (*addressing Lord Clarendon*) to allow me to add a few words to what I said, when you examined me at Harrow, on the important question of the number of beds in a room.* I would say, that thinking over the matter I come to this conclusion, that if I were beginning to construct a boarding house, regardless entirely of considerations of expense, solely with a view to what I believed to be for the good of the boys, I certainly should not have all the rooms single rooms. On the other hand, I question whether I should have any with more beds than two. There is an immense value in privacy, but there is also a value in companionship, and to a limited extent, I believe, both these advantages can be secured. One thing you have to guard against, is making the room so large that it becomes a regular playroom, and thus offer temptations to systematic idleness. That is one of the evils of having more than two boys in one room, though, even with this arrangement, a great deal depends on whether the upper boys in the house at the time happen to be boys of influence and character. Certainly you cannot at all insure the absence or the eradication of these habits of confirmed idleness, by simply placing the boys in one separate compartment by themselves; and on the other hand, I can see many advantages arising to young boys, from having a companion in their rooms during the early stages of their school life. They are not perhaps very easy to put in a very convincing form, but they are of this nature. In the first place there is one negative reason, that a very young boy does not, so far as I can judge from what I see at home or at school, very much value privacy. In many cases a young boy will much prefer, and find a greater cheerfulness in the constant society of another. Then it must be remembered, that some boys are very weak in character, and it is a great security for them not to be left alone. It is by no means a perfect security; but they may gain much from the intimate companionship of a boy who is likely to make up for their deficiency; and I have no doubt whatever, certainly I can speak for my own house, that in assigning to each room its occupants, very careful consideration is given to the comparative character of the boys. It will, I am sure, frequently happen that boys, when they come to look back on the time of their first coming will ascribe much of the convenience and comfort that they then enjoyed to the protection given them by the inmates of their rooms. Lord Devon put an exceedingly important question which, of course, is almost the basis of this question of rooms, how far it is possible for boys so to use their privacy that they can say their prayers in quiet and with regularity. I may say I have known an instance happen, probably there are many, in which a boy who had previously been in the habit of saying his prayers, while the companion of a boy of good character, did most unhappily give up the habit when moved into the room of one who was more lax. The boy who gave up saying his prayers in consequence of this change was a boy, as might be expected, of very weak character, but that of course might be looked upon as just one of the cases which require to be guarded against. I knew, on the other hand, of an instance which greatly gratified me—I hope many others exist of a like nature, but it is almost a chance if one gets the information — in which two boys encouraged one another in reading the Bible regularly before going to bed at night. One was a boy of weak character and likely to be led, and it is perhaps not too much to say that he owed this devout habit to the companionship of the other, who was of a more religious turn of mind. I believe, in short, companionship in rooms cuts both ways. I feel very strongly the importance on the one hand, that the upper boys should, for their own comfort rather than for any other more serious advantage, have a single room secured to themselves, and on the other, I think no room ought to be so large as to make it likely that there should be a constant disturbance in it. Therefore, I should be disposed, if I was constructing a house, to confine the rooms to one bed or two beds. There is another point to which I ought to refer, which did not occur to me at the previous examination; it is this, that if you are looking simply to the religious effect on the boys, I question, paradoxical as it may seem, whether the best course is not to have very large dormitories, with say ten or twelve boys in them, and to take care that in each of those rooms there are one or two boys very much older than the majority. I feel satisfied that in that case there would not be a single boy who would not say his prayers regularly; but I think that even this great advantage would be dearly purchased by the sacrifice of comfort to the elder boys.

748. (*Lord Clarendon.*) Do you think three would be better than two?—It does not occur to me that it would, and three would oblige the room from considerations of health to be made larger; on the other hand, it is very difficult to draw the line accurately between two and three, and three and four. I think it is of great importance, as I said before, that in arranging boys consideration should be had not only of their aptness to be together in point of character and temperament, but also of their relation in point of age.

749. You have no little boys at Harrow?—No, hardly any under thirteen.

750. We have received a communication which, as it is anonymous, we can take no direct notice of, as to bullying at Harrow; is there anything you wish to add on that subject?—I am not sure whether I have not already by implication answered all you wish to put to me as to that. If you ask me whether I know of such an instance now occurring, I simply say I do not. On the other hand, I cannot say that the complaint comes to me as if I had never heard of such a thing at all. Cases which come before me, and which therefore come before the masters, of at all gross bullying, are certainly very rare indeed, so much so, that while we believe that we fairly understand the working of the school,—a very complicated thing,—we do not regard bullying as one of the great dangers which we have practically to apprehend. There is a much greater fear of a knot of boys getting together and making one another idle. That is a very definite evil, which we have to meet from time to time, by either moving the boys into other

* See Question 249.

rooms, or, in bad cases, recommending the removal of a boy at the end of the quarter.

751. (*Mr. Vaughan.*) You say that football is compulsory on all the boys? is there only one game going on at the same time?—All games go on at once; one is confined to boys below 14 or 14½, I forget which, and that is managed by two boys who are called "club keepers," generally influential boys appointed from the middle part of the school.

752. Are the boys below 14 compelled to play in the lower game?—Yes.

753. And the boys above are compelled to play in the upper games?—Yes.

754. All those who are compelled to play have the full benefit of the game, and may play at the game just as if they were playing for their own amusement?—Yes, they are all obliged to play, and are not simply placed in base or round the poles.

755. (*Lord Lyttelton.*) They join in the game on equal terms?—On perfectly equal terms.

756. The compulsion is general?—Yes, certainly. In fact all the boys below the upper fifth form, except those who have been three years in the school, are obliged to play, so that practically the compulsory character touches all.

757. Cricket fagging may be called a menial office?—It is simply stopping or throwing up the ball. I might add as quite independent of cricket fagging, that on the afternoons of holidays, there are three or four games, the lists of which are made out by the heads of the respective games, and every boy put down in the list is obliged to play or to pay a fine; that is quite irrespective of the fagging.

758. (*Lord Clarendon.*) As to No. 36, do not the boys themselves pay an annual rent for the football ground?—They no longer pay the rent which they used to pay; till within a year ago they paid 40*l.* a year for the use of the football field.

759. Do they pay that now?—They no longer pay that sum.

760. Do they pay anything?—They pay nothing.

761. For cricket do they pay anything?—Yes; for one portion of the cricket ground they pay annually a rent of about 20*l.*, the rent being incapable of being extended beyond one year at a time.

762. I do not think that boys are charged for cricket grounds in any other school?—I do not think they are. There is one field secured to the Governors by Act of Parliament; that, of course, is the property of the school; then there is the football field which belongs to Lord Northwick, and was rented by a farmer. For that, the farmer received in all the sum of 40*l.* a year. Fortunately a year and a half ago his lease expired, and I was enabled to become the tenant instead of the farmer; consequently that sum is no longer exacted; then there remains the second portion of the cricket ground, which belongs to a private person, for which the school has to pay, as I said, about 20*l.* a year.

763. Is there any other charge made?—No, not for playing grounds. I may say that the boys manage entirely among themselves the financial arrangements for their games; they levy a considerable tax among themselves at the beginning of each cricket quarter, amounting to some 270*l.* altogether.

764. There is one thing that interests a great many people. No arrangements appear to have been made for a sanatorium. There have been in one or two of the master's houses some rooms set aside. I have heard great complaints that boys are ill, and ought to be separated from others. Is it not the case that there is no sanatorium?—There is no sanatorium at Harrow. I personally entertain a conviction that if we were to have one, it would be a very decided advantage. At the same time it is only right to say that careful provision for the sick has been made in all the houses, and in some houses the rooms set apart for boys who are seriously ill, and who may be affected by any infectious disorder, are not only completely separate from the rooms occupied by the remainder of their school fellows, but are absolutely disconnected with the house.

765. That is not so, is it, as to all the boarding houses?—I said that in every case the sick rooms were distinct from the part occupied by the rest of the boarders; but there are three houses which have at their disposal three little houses quite detached from the boarding house itself. In my own house there is a room, sometimes several rooms, far away from any place where the boys are. At the same time I admit that if we could have a special building, adapted entirely for the reception of invalids, it would be, in cases of infection, a great advantage. I may remind the Commissioners that within the last few years buildings of an exceedingly costly character have been erected at Harrow, and that it is a matter of great cost to erect a sanatorium; but I look forward to the time when a building of this nature may be added to our other school buildings.

766. (*Lord Lyttelton.*) With reference to the rifle corps; the number is rather vague, from 100 to 200; do you know how many you have?—I do not at the present moment; but I could find out. I may say that the interest in the rifle corps is very materially reduced during what is called popularly the cricket quarter.

767. Do they practise firing?—Yes.

768. Have they any instruction?—A certain number of our boys are allowed to practise firing with the rifle, the restriction at present being that a master and the drill serjeant must both be present.

769. What do they fire with: carbines or small rifles?—The members of the corps fire with a rifle expressly recommended by Major-General Hay.

770. Who commands them?—They are commanded by a captain commandant, who is always the head of the school. Then they are divided into companies containing from 40 to 50 members each, and each of those companies has attached to it the ordinary complement of officers.

771. Is there any limit as to age?—None.

772. You leave the regulations to the boys themselves?—Yes.

773. Are they not left very much to manage themselves?—The regulation as to the rifle corps is, in the main, left to the boys themselves, but it is understood that no boy can become a member of the corps without gaining the sanction of his tutor after he has been appointed by the captain of his company. In the first instance the boy applies to the captain of the company to which he wishes to belong, then the question is brought to an issue by his referring to the tutor or master of the house for an order for his uniform, and that would not be granted if the tutor thought he was too young.

774. Do you think it is popular?—The popularity of the rifle corps has very much varied since it was established; it increases during the October term, and diminishes during the summer term. Speaking generally, it is found that the boys have somewhat of an aversion to drill, but they seem to like the shooting.

775. Do you regret that?—I am very far from regretting it. I am only sorry that it is not taken up with more consistent interest. The great advantage which it seems to me to hold out is that it enables the boys who have no natural talent either for cricket, football, or racquets, which are our established games, to find some athletic amusement which may at once give them manly exercise, and add to their influence in the school. I may say in general, that my view of the rifle corps at Harrow has always been that it is one of the school amusements; that it does not form strictly a part of the great national rifle movement, and that therefore it is no part of our duty, as educators of the boys, to interfere so as to include it in the regular discipline administered by the masters. I do not hesitate to say that if it came to a question between the boys playing cricket and taking part in the rifle corps, I believe they would be better employed at cricket; but on the other hand, I believe there will always be found to be an opening for a

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considerable number of the boys to take part in the rifle corps, and I should be exceedingly sorry if it should fall to the ground.

776. Was it suggested by the masters?—Yes, in the first instance; but the zeal of the boys soon made the movement their own.

777. Have you a drill sergeant?—Yes; who attends also to the Harrow local corps.

778. (*Lord Clarendon.*) What is your opinion with reference to the dress, and the necessity for keeping up tail coats for the fifth and sixth forms?—I have no knowledge as to the compulsory character of the dress having been at any time introduced by the masters. It is due, whatever may be its merits, to a very long tradition. The rule is, that when a boy enters the fifth form, having up to that time worn jackets, for the rest of his time at the school he wears tail coats, and no other but tail coats are worn by the boys in the fifth and sixth forms.

779. (*Lord Lyttelton.*) It would not be allowed?—No; a frock coat might be allowed, but practically it never is worn.

780. (*Lord Clarendon.*) Is it your opinion that the tail coat should be rigidly adhered to?—I am not prepared to give you a very decided opinion on the point. There are certain advantages attending it. There is an advantage attending one uniform dress, and that is that the boy is not tempted to spend much of his thoughts on discussing what should be the shape of his dress. I would not take upon myself to say that it might never be desirable to modify the shape of the dress.

781. Are you aware that it is adopted nowhere but at Harrow?—I was not aware of that.

782. (*Mr. Vaughan.*) What are the allowed cases of absence from school at Harrow: I am speaking of a boy's being absent two or three weeks of a term?—Speaking generally, a boy would never be allowed to be away from school during a quarter excepting for some serious reason, such as failure of health or something of the kind, except for short periods, sanctioned by what is called the *exeat*.

783. Do the boys apply to the Head Master for leave of absence?—Yes, for any protracted term of absence from the school. If it were due to health alone, it would probably be left to the master of the house in which the boy was. If it were for any other purpose, though, indeed, I may say, such an application for leave of absence would never be sanctioned, the case would be at once referred to the Head Master.

ADDITIONAL RETURN subsequently furnished by Mr. BUTLER.

RETURN showing the Number of Home Boarders in each Term since the year 1845, and indicating what proportion of these were on the Foundation of John Lyon. (See Questions 166, and 228 in Minutes of Evidence.)

H stands for all Home Boarders; F, for Foundationers alone.

		H.	F.			H.	F.
1845	Easter Term	22	20	1854	Easter Term	43	32
	Summer Term	23	19		Summer Term	43	33
	October Term	16	16		October Term	42	32
1846	,,	17	16	1855	,,	44	36
	,,	21	19		,,	48	37
	,,	26	25		,,	47	36
1847	,,	25	24	1856	,,	36	26
	,,	23	21		,,	39	28
	,,	23	21		,,	37	27
1848	,,	19	17	1857	,,	38	28
	,,	23	20		,,	41	29
	,,	25	17		,,	43	30
1849	,,	25	18	1858	,,	38	29
	,,	33	24		,,	42	30
	,,	31	22		,,	46	33
1850	,,	34	28	1859	,,	44	33
	,,	37	31		,,	47	24
	,,	38	32		,,	37	26
1851	,,	42	36	1860	,,	45	26
	,,	43	37		,,	50	30
	,,	40	34		,,	41	22
1852	,,	40	34	1861	,,	48	27
	,,	38	31		,,	55	32
	,,	38	31		,,	52	31
1853	,,	35	30	1862	,,	52	32
	,,	43	32		,,	48	33
	,,	43	32		,,	39	27

From the above figures it will appear that during the last 18 years we have had each term, on an average, about 37 home boarders, of whom about 27 were foundationers; that is, the foundationers have, on an average, constituted about *three fourths* of the whole number. It will at the same time be observed, that during the earlier years almost every home boarder was also a foundationer. The number of foundationers has scarcely increased since the year 1849. The increase has not kept pace with the increase in the total number of the home boarders, and even this has not been very marked.

(Signed) H. MONTAGU BUTLER.

December 27, 1862.

Victoria Street, Saturday, 14th June 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
H. H. VAUGHAN, Esq.

THE EARL OF CLARENDON IN THE CHAIR.

G. F. Harris, Esq.

14 June 1862.

G. F. HARRIS, Esq. M.A., examined.

784. (*Lord Clarendon.*) I believe you are an assistant-master at Harrow?—I am.

785. How many years have you been assistant master?—I went there in January 1837 as assistant master.

786. Of course you are well informed as to all the changes that have taken place in the school during that time?—I should be sorry to say I recollect the whole of them, because they have been very gradual, and my memory may not suffice to recollect the whole of them. Of course I was cognizant of them.

787. One of the points upon which we particularly wish to have the benefit of your experience is with respect to private tuition; what is the system of private tuition that exists at Harrow?—Every boy, you are aware, has a private tutor; not necessarily, but *de facto* every boy has. I mean that if a resident were capable of taking the charge of his son, he would be allowed to do so, and that boy need not have a private tutor; but I do not recollect a case having occurred of a boy being at school without a private tutor.

788. What do you consider to be the relation between a private tutor and his pupil; what does he do for him?—In the first place, the private tutor is a sort of godfather to the boy, takes charge of him

when he first comes, and presides over his well-being during the whole time of his stay at school; so that the boy, as he passes through the school, has the benefit of various systems of instruction from the masters in school, while, at the same time, he has the superintending influence over him, exercised by his tutor; so that there is a sort of double advantage; the boy has the benefit of the multiform system of instruction, and a uniform system of care and attention on the part of his tutor. I do not know whether I can describe the relation better than that; a boy always looks to his private tutor as a person *in loco parentis*. No master in school could be quite that, because a boy remains under a master in school for one term, two terms, or three terms, as the case may be. It is quite impossible for a master in school, in the time, to become so thoroughly acquainted with a boy as the tutor would.

789. Do you consider that the tutor looks upon himself as under a moral obligation to study that boy's character, and to assist him in any way he can, besides his mere studies?—I do.

790. In that respect he really considers himself bound to stand to his pupil *in loco parentis?*—Just so.

791. Do you think that, practically, that is done?—I think the obligation is felt both by tutors and pupils. I think if a boy gets into any difficulty, his constant recourse is to his tutor; he would not think of going to his master in school, because he is not on such intimate terms with him as with his tutor. The tutor is the person to whom he would naturally go for assistance and advice. He is, in fact, the person who has the moral charge of the boy.

792. What do you consider to be the average number of private pupils taken by a private tutor?—It is very difficult to say what the average is.

793. Do you consider that every boy who is in a boarding-house, is, *de facto*, a private pupil of the master of that house?—Yes, that is a rule which never is violated. No boy is ever a private pupil of any other master than the master of the house, if he is a classical master, except in the case of the Head Master's house.

794. Boys who are in the house of non-classical masters, come to others for their private tuition?—Yes.

795. I see, in an answer here, about 40 would be the average number of pupils for each tutor?—I dare say it is about 40; I have had a great many more than that for many years.

796. Do you consider that you could stand *in loco parentis* to above 40 boys?—It is a very large family, certainly.

797. (*Lord Lyttelton.*) How many have you?—At the present time I have rather more than 60; 62 or 63.

798. Sixty-three private pupils, to all of whom you are *in loco parentis?*—Just so; but a great number require little extraordinary care. There are a great many boys over whom a tutor has a general sort of superintendence; and it is only in cases of boys being in difficulty, or for good or for bad requiring special attention on the part of the tutor, that he is particularly called upon to look after them. In the meantime the tutor directs the studies of the boys, and superintends the whole of their compositions.

799. (*Lord Clarendon.*) Considering the great number of other calls upon your time, and the duties that devolve upon you, do you think that, with so many as 60 boys, you can really look after their individual character and moral conduct, and their particular fitness for certain studies, sufficiently to make you feel satisfied that you are *in loco parentis* to them?—I could not do so if the boys were left entirely to my charge. I could not undertake the sole charge of 60 boys if they were solely under me; but all the charge that is required from a private tutor I hope I can undertake, or else I should not have done so.

800. How many boys have you in your own boarding-house?—In my own house I have 51.

801. Then there are nine or ten others?—I have five home boarders. I do not ordinarily take home boarders; but those are the sons of particular friends, who made a very great point of my taking them. The others are boys who are waiting to come into my house, and who are placed temporarily either with Mr. Ruault, or Mr. Masson, or Mr. Hewlett; these are the masters of small houses. Mr. Ruault and Mr. Masson are the French masters. Mr. Hewlett is the school surgeon, and he takes a small number into his house.

802. Otherwise, it is not usual for the masters of the small houses to take boys waiting the opportunity of getting into the larger house?—It is only in the houses of the French masters and the school surgeon.

803. (*Lord Devon.*) With regard to the preparation of the lessons which afterwards are to be heard in school; are those gone through previously with the private tutor?—The private tutor has his boys with him on Wednesday from 10 to 11, and on Saturday from 10 to 11, and between the schools of every whole school-day afternoon (but that varies with different tutors), for the purpose of preparing their lesson which is about to be said in school. It is obvious that, with boys representing eight different forms in my pupil-room, I could not profess to hear all of those lessons. I sit there during the time, and they ask me questions in any difficulty they may have; and when about half the time has elapsed, by which time they will probably have learned nearly the whole of the lesson, I select two or sometimes four, but generally three of those lessons, all or part of which I go through with them, making them construe them to me.

804. Aloud, so as to be heard by the other boys in the same form?—The boys of each form are sitting together. If the lesson is an easy one, I do not go through it all, but if they have any difficulty, I point out to them, or they come to me. I seldom do anything else in that time except remain at their service. In the afternoon I do not profess to hear them construe; what I have said applies to Wednesday and Saturday mornings; they are merely in the pupil-room in the afternoon for the purpose of learning the lesson for school.

805. Therefore the preparation of lessons to be heard in class in school applies only to those lessons which would be heard immediately following the time given to them on Wednesday and Saturday?—No; to the lessons following each of the pupil-room hours.

806. With regard to the composition of themes, or verse composition, what part does the private tutor take with reference to his pupils?—That I can best answer by giving some account of the arrangement of the pupil-room. The verses done by the upper sixth form are never looked over at all by the tutor; the lower sixth form, and the first, second, and third fifth forms do their verses by themselves, and show them up at a certain time to the tutor, and he appoints a time at which they shall come individually in to have them looked over; boys below the third fifth do their verses with the tutor; the fourth fifth and remove not entirely, only as much as they can do in a certain time, finishing by themselves; and the shells and fourth form entirely with the tutor.

807. I do not quite comprehend the doing with the tutor?—It means doing in his presence. A limited time is given for doing these verses. Two hours are allotted as the time during which the exercise should be done. When the boys first come in, on being called over, they are told what the exercise is, and paper is given to them, and they set to work by themselves. Four exercises are set; one for the fourth fifth, and remove, one for the first and second shells, one for the third and fourth shells, and one for the fourth form. I always begin with the easiest of the exercises, and do it myself on paper. As I do it, I see where the difficulties are, and I call up first one boy, then another, of that form in his place to ask him a question. I should question one

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boy, then another, as to the way in which he would get over the difficulties, and his answer, of course, is aloud. I correct him, if he is wrong, and if I find he has no chance of finding it out, then I assist him, and in assisting him I assist the whole form. Having done that one exercise, I go on to the second in the same way, doing it myself on paper. The three exercises requiring to be so treated take perhaps three quarters of an hour; all that the boys have done is shown up at the end of two hours, and I fix another time for them to finish the remainder, and to have them looked over.

808. As regards the master of the form, does he see merely the corrected exercises, or does he also see them in their corrected state?—The exercises shown up at the end of the two hours are never altered by the boys; their corrections are all on another paper. I always show up to the master in school the original draft of the boys' exercises as shown to me, with simply my marks upon it, and with no corrections. I also show up to him a fair copy, which is written out by the boy after being corrected by himself, and revised by me.

809. So that the master of the form has both before him?—Yes.

810. (*Lord Lyttelton.*) Does the master in a form exercise judgment on your corrections as well as on the original exercise?—There I speak as a master in form. I always look over the first copy myself in school, and I glance my eye generally over the fair copy as the tutor sends it to me. Some tutors do not send fair copies; that is a matter of discretion. I do not always accept the marks which a tutor has given, because tutors estimate merits in a very different way. I look upon it that a master in school exercises a sort of corrective power over the various tastes of the tutors. He has a better opportunity of forming a standard, he has a larger number of boys before him, he has thirty boys more or less of the same calibre, while the tutor has perhaps only three; he is therefore better able to judge what the merit of the exercise is compared with the other exercises of the same form.

811. But the master of the form may often be much junior to the private tutor?—No doubt.

812. He may possibly differ in opinion from the boy's tutor on some point in the exercise?—He may.

813. You are expected to a certain extent and on certain days in the week to help the boys in their school work?—Yes.

814. What is the principle of selection. How is it that it is with one part of the school work only that you do that, and not the rest?—I think the intention is to give the tutor an opportunity of testing the progress of his pupils quite as much as to give the boys an opportunity of being assisted and watched in their preparation; it is for the purpose of carrying out the idea of the tutorial system, that the tutor may be quite aware how his boys are getting on.

815. As to the general relation, are you acquainted with the Eton system of private tuition at all?—Not exactly; I have only heard of it.

816. You cannot say whether substantially the Eton and Harrow systems as to the general relation of a boy and his tutor are much the same?—I should think the general relation was very much the same, so far as I know.

817. The indefiniteness of the relation is, to a great degree, a recommendation. A private tutor, whether a boy lodges with him in his house or not, exercises a general superintendence over his whole well-being?—Exactly.

818. In the case of a boy at the mathematical tutor's, who cannot be his private tutor, do the parents look to the private tutor for the account of that boy's character, and not to the master of the house in which he lodges?—No; I should think not. I should think there would be a sort of divided responsibility there.

819. Does it appear to you an advantage if the two offices are combined?—I think it is; it is generally regarded so.

820. Are you in the habit of sending full written reports home about the character, as well as the school progress of all your private pupils?—We send monthly reports. I generally send them twice in the course of the term, that is a matter of arrangement entirely; but monthly reports are the ordinary rule, and those reports are more or less full according to the nature of the boy. Some boys do not require a full report.

821. Are parents in the habit of consulting you in all matters concerning their boys?—Constantly.

822. (*Lord Devon.*) I apprehend that in the result a certain portion of the work is prepared in the pupil-room during the week, and a certain larger proportion is prepared in school. The boys do not go into school merely to repeat their lessons, but they prepare certain portions of them, do they not?—They do not prepare in school, except the fourth form; but ordinarily the preparation of all lessons of the fifth and sixth forms is conducted by themselves in their own rooms.

823. Do I understand that during the whole of the time that the fifth form is in school, they are engaged not in preparation, but in repetition?—Yes, as a rule.

824. Has it occurred to you as at all important that more work should be done in the pupil-room, and less in the school?—No; I think not.

825. (*Mr. Vaughan.*) Is your method of correcting the compositions of your pupils in the pupil-room, the common one at Harrow, do you think?—I think it is; though there are some tutors who do not adopt the same plan. Some simply point out mistakes and correct orally, and do not require a fair copy to be written out.

826. I mean particularly as to the practice of calling upon the boys, with regard to the particular difficulty which you yourself observe in the exercise done?—That I cannot say. I only speak of my own practice.

827. In your own method as boys work at a different speed, how do you maintain any precaution against telling a boy before he has felt the difficulty, if you are exercising them all at the same time. Sometimes it will happen that you are telling a boy how the passage may be translated, before he has quite arrived at the point where he has tested his powers to the utmost?—In some cases, I anticipate the difficulty no doubt.

828. With regard to the smaller boys in the school; is it your opinion that it is desirable that they should have more tutorial assistance than the boys in the upper part of the school?—They practically have more; that is more work is done by them with the tutor.

829. I merely ask your opinion as to whether you think that a necessary or advisable distinction?—Yes; I do.

830. Does the difficulty arise in this way; that it is hard to find authors which boys at the commencement of a language are capable of mastering by themselves?—Yes; I think the difficulty partly arises from that, and partly because young boys naturally have not the same power of application, and the same experience in overcoming difficulties that the older ones have.

831. If, instead of authors, exercise books were made (as they are now made for translating from English into Latin) for translating Latin into English, proportionate to the capacity of boys of different ages, would that obviate the difficulty?—Yes, if it could be done, which I very much question.

832. Do you think it would be practicable for a good scholar to form sentences into Latin of progressive difficulty, in such a way that it might meet the capacity of boys at the commencement of their study of the language?—It might possibly, quite for beginners. As a *delectus* you mean?

833. Yes, only framed by a scholar who knew how the difficulty of the grammar of the language ought to be explained, with a progressive series of exercises in Latin to be translated into English, just

as there is a progressive series of exercises now almost universal, of English to be translated into Latin?—Yes; it is possible.

834. (*A Commissioner.*) It is said here, "If a boy "shows a special aptitude for any branch of natural "science, &c., he would be urged and encouraged by "his tutor to prepare for the periodical competitions "for the prizes given for those subjects;" has that ever occurred in your knowledge?—Certainly; among my pupils I may have a certain number who prepare for the natural science examinations. I call their attention to the subject, I do not profess to give any instructions in it at all.

835. (*Lord Devon.*) The point rather was this; whether it has often occurred to you in the course of your experience, to have among your private pupils, boys showing any especial aptitude, either for mathematics, physical science, or modern languages, and whether it would be your course, in such cases, specially to advise the boy to devote his energies to that particular branch?—Certainly.

836. Does it frequently occur?—I should say constantly; thus there are occasionally some who are recommended to devote themselves to mathematics, and to go in for certain examinations for prizes.

837. Do you consider it one advantage of the private tuition system, that there is probably more facility given for developing, drawing out, and forming any special tastes that a boy may have?—Yes, that is one of the advantages.

838. (*Lord Clarendon.*) You recognize the importance of the study of modern languages, do you not?—Most certainly.

839. And there has been some improvement in that respect introduced into Harrow, within the last few years?—I can hardly tax my memory with the precise date of introduction, but I had thought it was more than a few years, certainly as long as eight or nine years ago, but I cannot speak with certainty.

840. I mean that it is of comparatively recent date that the study of modern languages has been attended to at Harrow?—Certainly.

841. In your capacity either of assistant master or of private tutor, do you encourage your pupils to give attention to modern languages?—I do not suppose I do beyond what I have stated above; I do not think it is necessary, because they are obliged to attend the regular school instruction, and the rewards and inducements there held out to them are sufficient without the aid of the private tutor.

842. Do you not think that the private tutor's inquiring whether his pupils attended to the instructions they got in modern languages, and his showing the importance he himself attached to the study, would not be an encouragement to the boys to pay more attention to it than they actually do?—I daresay it might. The tutor does receive a monthly report from the modern language master of the progress of his pupils.

843. Do you consider that there is any important progress made, or any great attention paid to modern languages at Harrow?—Most undoubtedly.

844. And do you think that there is an adequate progress made in modern languages?—Yes, proportionately to the time that can be given: where the system of the school is avowedly a classical system, on which the study of mathematics has been engrafted, and that of modern languages afterwards; considering that it is a grammar school, and that the classical studies are the basis of the education.

845. What do you consider to be the time allotted to modern languages in a week?—Two hours in school, and the preparation for those two hours, which would be perhaps another two hours; perhaps three-quarters of an hour twice a week for preparation, and an hour twice a week for saying lessons when prepared.

846. Modern languages hold the lowest place in the estimation of the masters, and therefore of the boys at Harrow?—I suppose they do; so far, that they have less time allotted to them.

847. With that time allotted to modern languages, you think that a certain amount of proficiency is attained at Harrow?—I do. The modern language masters will be able to say better than I can, but my impression is, that a boy entering the school without knowing anything at all of French, would be a very fair French grammatical scholar by the time he reached the sixth form. He would be able to read French; I do not mean to say that he would be able to speak French, that is a very different thing.

848. That, you say, would apply to the generality of the school?—I should say so; that is my impression. The French master will say how far his experience shows that that is the case.

849. Do you not think that, making classical education the basis of the education at Harrow, it would be possible to devote more time either to mathematics or to modern languages than is now given?—I do not think it would; because a boy who has got a taste for or a knowledge of modern languages when he first comes to school, has plenty of encouragement to devote himself to them; he would be encouraged no doubt, by his tutor, as well as by the competition and prizes that are held out for distinction; and so if a boy has a very great turn for mathematics, he has opportunities of reading mathematics privately, and therefore of devoting more time to them, and of course of gaining greater results.

850. Mathematics, like modern languages, are compulsory?—To a certain extent.

851. (*Lord Lyttelton.*) Mathematics are entirely compulsory, are they not?—So are modern languages.

852. You said to a certain extent; will you explain that?—They are both compulsory in the school. The school instruction, in mathematics and modern languages, is compulsory, but any boy who has a taste for, or whose parents wish him to study mathematics or modern languages to a greater extent than is provided for by the school arrangements, is allowed to read privately, and then I do not call that compulsory.

853. (*Lord Clarendon.*) The time for the reading privately would be taken out of the half holiday, or the time he had for himself?—Of course it would, as would all extra instruction, such as drawing or music.

854. You think that no more time could be subtracted from classical teaching than is now allowed with reference to the proficiency in classics?—Not without danger to the attainment of scholarship.

855. And you do not think, with your long experience of the manner in which the classics are taught, that any alteration could be made in the mode of teaching classics which would maintain the same proficiency and yet leave more time at the disposal of the boy?—I am not aware of any such.

856. You are not aware of any improvement that could be made in the present mode of teaching classics?—No, I am not. I think if I had I should certainly have recommended its adoption.

857. You think the present mode of teaching classics is as near perfection as it can be, because you do not see how it can be improved?—I believe it is so. Within my own recollection those five hours a week which are devoted now to mathematics and modern languages, and the time which is devoted to the preparation of each of those subjects, has been subtracted from the classical instruction; we have now five school-hours a week less devoted to classics than when I first went to Harrow.

858. The average time for a boy to stay at Harrow is from four to five years, is it not?—I should think hardly so long. I think about three years and one-third.

859. And during this time he has had the benefit of the most perfect system of classical instruction that can be devised. Do you think that at the end of those three or four years he gives proofs of the benefit he has derived from this system. Should you say they are all finished scholars who leave Harrow?—

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Certainly not. Some boys stay only one term, some stay six years.

860. I mean of those who stay; are they good classical scholars?—I think so, when a boy has been at Harrow six years; but that is putting an extreme case; three years and one-third is the average; some boys leave at the end of one term and some stay six years. A boy to go through the school and to have the chance of being a first-class man at the university afterwards ought to be in the sixth form alone nearly three years. I think a boy who is three years in the sixth form is pretty sure to get a first class at the university, and I do not think he is sure unless he is.

861. (*Lord Lyttelton.*) That is if he has good abilities?—Of course; but a boy who has not good abilities would hardly get to the sixth form.

862. (*Mr. Vaughan.*) Have you a rule of superannuation?—No.

863. (*Lord Clarendon.*) Do you think that the system of classical teaching at Harrow has suffered at all from the time that has been devoted to mathematics and modern languages?—I may, perhaps, have rather a prejudiced opinion, but I think it has. I do not think the scholarship is so good as it was, and I attribute that partly to the amount of time subtracted. I do not mean to say that the gains in other ways have not been such as to repay the deductions from classical work, but I do not think it is so good as it was. I do not think a boy who gives eight or nine hours a week less to any particular study which has hitherto occupied his whole time can be expected to make as much advance.

864. In what manner should you say the scholarship was less good than it was—in composition?—I think it is principally shown in the composition; I do not think the composition is so good as it was some 15 years ago. I do not think we have such brilliant composers as we have had; I attribute it partly to that, and partly to certain changes that were made in the mode of doing the composition, and having it corrected some few years ago.

865. What were those changes?—Some years ago, instead of the composition being looked over and the exercises finished, as I have always done, and as is now done by most tutors, (because, I think, many have seen the error of the former system,) the exercises were merely just marked, and the boy was not obliged to correct them himself; they were never corrected fully by the tutor from first to last, and the boy showed them up as he had done them, with the tutor's marks upon them. I think a boy got very little good indeed from his composition in that way, and I think that in a very short time the effect began to be seen in a degeneracy of composition. I think most of the tutors have now adopted the plan of all the exercises being finished by the boy, and the fair copy being shown up to the master.

866. Do you think that this change as to the correcting or not correcting of exercises is now generally adopted by the masters?—I think it is pretty generally; I think there are some masters who do not believe in the importance of an exercise being finished and corrected.

867. Who do not believe in the importance of making the boy understand the faults he has committed?—I am afraid I must have expressed myself badly. Some of the tutors, in looking over exercises, are content to look them over with the boy, and to show him where they are done wrong, and how they might have been done better, and to mark the exercise. Others require that when that is done the boy should go to his place, and do those corrections, and bring up another copy for the tutor to see again. That revised copy is then again corrected, taken down by the boy, and written down again. That is a very laborious operation; it passes through the tutor's hands two or three times instead of once. At one time it was thought that too much attention was given to the correction of the verses, that the boys did not profit by it as they ought to do; that they were not interested in it sufficiently to attend to it, and the progress was not what it ought to have been; and that the tutor's time was wasted, and had better be given to other things. Therefore the experiment was tried for some time of correcting exercises in the manner referred to above. I do not believe it answered, and I believe that most, if not all, of the tutors have returned to the old system.

868. (*Lord Lyttelton.*) As to the length of some of these lessons, can you state what is the continuous length of time that any boy, say in the lower form at Harrow, is required to give to any one subject?—In the fourth form they go into school, for the preparation of a lesson, half an hour beforehand, and they then have an hour for saying that lesson.

869. Is that the longest time any boy has to give to the same subject in school?—It is.

870. (*Mr. Vaughan.*) Does the tutor's work come immediately before that?—The tutor's work may come immediately before that. The tutor may have the boy with him for an hour before that; then there would be ten minutes' interval during the passage from the pupil-room to the school.

871. (*Lord Lyttelton.*) That would make two hours and a half continuous attention?—Yes, and even three hours, with the break of the passage.

872. Does it not appear to you that that is too long a time for a young boy to keep his mind on the same subject?—The subject is not quite the same. If he has been with his tutor beforehand, he will have been preparing a lesson, and then he can only be one hour saying that same lesson afterwards. The second hour in school would be given to something quite different, either an exercise or something of that sort. If he has been in the school for an hour first, and comes to the tutor for two hours, the first hour will be given to the lesson, and the other two hours to composition.

873. But on the same thing throughout?—Yes; it is very rare that that occurs; the three hours together are very rare indeed. It was the case on Friday and Wednesday mornings, but that has been remedied; both those two hours of work have been taken away altogether.

874. (*Mr. Vaughan.*) You were saying that you considered the system adopted at the present moment at Harrow was as perfect as you could suggest for giving classical instruction. How has the general school work been arranged and organized. Has it been done by the Head Master at any particular time, or has it been the work of time to modify it. I am speaking merely of the classical work?—The classical work has been very much altered in consequence of the introduction of other subjects. The arrangement is made by the Head Master, in conference with the masters who have to carry it out, not usually by himself alone. In order to arrange the work of the school, classics, mathematics, and modern languages must always be taken into account, and the masters who have to conduct those three subjects must always be consulted.

875. The work of the whole school in classics has been arranged as a whole. Has the work of the whole school, and of all the forms in relation to each other, been considered, whether at any particular moment or gradually, and arranged as a whole?—I suppose it was arranged in the first instance, and has been corrected at various times and according to circumstances, as occasion has arisen.

876. Is it a recognized principle that the work of each form, as it at present exists, should be just a little in advance of the work of the form below it?—It is endeavoured to be made so.

877. That is the principle on which the school is arranged?—Yes.

878. So that the boy, in stepping from one form to another, steps to work that is a little above the work of the form he was in before?—Yes, either in quantity or quality.

879. How long is a boy, on the average, do you think, under one teacher in school on the present

system ?—Idle boys may remain for three terms; most boys only one. There is generally a remove at the end of each term. I should think that the average, perhaps would be one term and a half.

880. Do you think that that is as long as it is advisable for a boy to remain under one teacher ?—That depends upon circumstances a great deal. It is impossible exactly to state the time a boy should remain under one master.

881. (*Lord Devon.*) As to the period of time in the school; in the form under your immediate charge, namely the sixth form lower division, the boys are in school from half-past three to half-past six on Wednesdays and on Mondays ?—No; it is in this way. The time from half-past three to half-past five is devoted to mathematics, and the form is arranged in divisions; one division goes at half-past three, and another at half-past four; they are only in each for one hour.

882. (*Mr. Vaughan.*) I wish to call your attention particularly to two subjects; one is the history at Harrow; is it or is it not the case that the boys from the head of the school to the bottom do almost the same period of history at the same time ?—An arrangement was made by which they should all do the same period of history at the same time, though in different books, for this purpose, that a boy should go through a cycle of history during the time of his being there. The cycle was arranged to be terminated as far as possible in three years, that being somewhere near the average of a boy's stay. It was therefore thought advisable that the cycle of history should be so arranged that the boy when he got from one form to another should go to the corresponding portion of history and go on progressively; so if a boy stayed six years he would go twice through the cycle of history; if he stayed three years, only once.

883. How then is the case met of boys in different forms,—a boy in the sixth form and a boy in the lower part of the school. How is the case met in examinations if they both read the same period of history. How are the different capacities of both met by the examination ?—They are each examined by a master of their own form on some special book in which they have read the history.

884. So that the subject is the same, but the author different ?—Yes.

885. Does that apply to Scripture history ?—It does, I should say, excepting the sixth form; the sixth form are excepted from that arrangement with regard to Scripture, and of late the upper sixth form have been excepted also with regard to history.

886. Is it not the case that the original books of the Old Testament are required of boys in the lowest form for the history of the Old Testament, as well as of the boys in the highest form ?—Yes.

887. Is it not the consequence of that that the boys in the lower forms have to learn as much of the original Bible history as it is given in the Bible as the boys in the fifth form ?—I think there is generally an arrangement made. If Genesis and Exodus for example are given, the fourth form read probably one in the text, and they have a sort of sketch of the second. Some arrangement is made for the purpose of suiting their different capacities.

888. So that what is set down here with regard to the lower boys is nominal only ?—The arrangement is made by the master of the form; he knows they cannot get through more than a certain quantity.

889. For instance when it is put down that the Scripture history of the fourth form, second division, prepared by the boys in the lowest form but one, consists of the books of Joshua, Judges, I. and II. Samuel, and I. and II. Kings,—that is subject to certain modifications ?—I should think so, and that it would be done in this way: that the master would select certain chapters in those books, but whereas the higher form would go through six or eight chapters on a Sunday, and prepare the whole for examination *vivâ voce*, and for written examinations at the end of the term, the master of the fourth would select certain chapters.

890. Do you happen to know the difference in the amount of scriptural and historical information which is exacted from a boy in the upper part of the fifth form at Harrow, and that which will be exacted from him at his degree in the University of Oxford ?—I do not.

891. You do not know whether the one is not almost as much as the other, in fact ?—I really do not know, I do not know what is required at Oxford; I believe I recommended the system of the division of the Scriptures of the Old Testament partly in consequence of the representations of a pupil of mine many years ago, in Dr. Wordsworth's time. He told me that he never read the Bible when he was at Harrow as a matter of instruction; and then it was that the arrangement was made of dividing the Scripture into portions, so that there should be a cycle of scriptural reading as well as historical reading, and it was then intended that the whole school should do the same part at the same time, but it should be gone through in a different way.

892. It appeared to me, looking simply on the tables, that as much was required almost from a boy low down in Harrow school, in the way of original reading of the historical scriptures and original knowledge of them, as was required from a youth on taking his degree ?—But it makes all the difference how a thing is read; in reading Genesis we may select certain chapters, or we may examine in the whole book.

893. (*Lord Clarendon.*) History in general is the holiday task is it not ?—Modern history is the holiday task always.

894. (*Lord Lyttelton.*) But modern history is a necessary part of the school work in all parts of the school, is it not, during the school time ?—As a holiday task I believe almost entirely. I do not think it is read at all during school time, except in the lower part of the school.

895. When you say, "Authors whose substance "and matter may have been committed to memory, "and the quantity of each in the same year—'Mark-"ham's England,'" and so on, that means holiday task ?—I should think it is very likely.

896. (*Lord Clarendon.*) Is much importance attached to the holiday task: are the boys really examined in it when they return to school ?—There is a printed paper set in each form in the upper part of the school. In the lower part of the school other arrangements are made; they are either examined *vivâ voce* or by written paper; their answers are carefully looked over, and that paper tells in the examination at the end of the term, as much as any one paper that is set.

897. (*Lord Lyttelton.*) Is there any distinction in the school to be got which the boys can refer to a knowledge of modern history ?—Yes, certainly, the first two in the examination generally have prizes, sometimes more than that.

898. (*Lord Clarendon.*) How is any knowledge of geography obtained ?—I cannot speak practically, because we do not have any at all in the sixth form, but up to the sixth form they have geography once a week. Perhaps the masters who work it best can tell you how they manage it.

899. (*Lord Lyttelton.*) Are they classical masters? —It is one of the regular classical lessons.

900. (*Lord Clarendon.*) Ancient geography ?—Ancient and modern.

901. (*Mr. Vaughan.*) Do you know why no Latin or Greek prose is learnt by heart in the upper sixth form ?—I do not.

902. Do you know why English verse is learnt by heart in the lower part of the school, and is dropped entirely in the upper part ?—I do not; I suppose it is thought that the boys could learn it as a pleasure in the upper part of the school.

903. They do no English verse in the upper part of the school ?—They do a little occasionally; generally as an extra exercise before a holiday.

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904. Do you, from your experience, find that boys who have learnt the most by heart are the best composers in the language which they have learnt by heart?—I do not think it necessarily leads to good composition; it is a very great assistance. There are some boys who have a natural gift for composition, who compose very well without learning anything by heart, and a boy may learn a large amount by heart and yet not be able to compose.

905. There is no original Greek prose, I think?—None.

906. Do you know upon what principle that is?—No, I do not. It may be, I think, that it is not required at the university. I think it very possible.

907. (*Lord Clarendon.*) How long has the present monitorial system existed at Harrow?—The monitorial system has existed at Harrow ever since my recollection.

908. In exactly the same state as now?—No, I think not.

909. What are the modifications that have taken place?—It was practised before without being distinctly recognized by the masters of the school; now it is distinctly recognized. The extent to which it is carried on is under the control of the authorities of the school.

910. How could a system by which certain boys exercised a considerable power over others have been carried on without being recognized by the masters?—I am simply speaking of the fact that it was so.

911. How were those monitors appointed or constituted?—They were appointed by the Head Master.

912. Will you give us some account of the working of the monitorial system now?—It would be a very difficult thing to do.

913. I mean as to the duties of the monitors and the manner in which those duties are performed?—That is rather a matter for the Head Master to give account of than myself. I can only speak of that which passes under my observation.

914. Is that which does pass under your observation satisfactory?—I think extremely satisfactory. I do not see how a large house could possibly be managed without a very efficient monitorial system.

915. You are talking of the discipline of the houses?—Yes, and I do not see how a large public school can be managed without a very efficient monitorial system.

916. They consider that they are responsible for the maintenance of order and discipline in the school?—Quite.

917. And do you think that by their means order and discipline are maintained?—I certainly do think so.

918. Do you think that they are the protectors of the weak against the strong?—I do; a case of bullying is of very rare occurrence, indeed, at Harrow.

919. Would you not say that that absence of bullying was rather recent, because,—rightly or wrongly I do not say,—there was a notion that bullying was carried on to a considerable extent at Harrow, and, as you must be well aware, occasionally there have been instances of monitors who were supposed greatly to have exceeded their authority?—Yes; but those cases, I think, have been exceptions, which have generally proved the rule of the good conduct of the monitors, because they have been brought into notice, and have at once been visited summarily.

920. It did not prove that they are exceptions; the detection may have been the exception?—I think not; I rather speak from what I know of the value of the monitors in managing the school.

921. You say you do not think you could feel sure of securing order and discipline in your own house without the monitors?—I am perfectly certain I could not, unless I lived actually among them, and unless there was a total departure from the ordinary principles of public school education.

922. That would lead to a system of *espionage*?—Yes.

923. Do you think that the monitorial authority is cheerfully recognized by the school?—I am certain of it.

924. The authority of a monitor is not disputed?—I do not think that the authority of a monitor is ever disputed. Occasionally difficulties arise, because boys in the lower part of the school, with hot tempers and physical strength, may sometimes be betrayed into outbreaks, but it is very rare, and if such cases occur we confirm the authority of the monitor.

925. If a boy, rightly or wrongly, thinks he has been misused by a monitor, what would be the course he would adopt?—He would apply to the Head Master directly.

926. There is no preliminary court of appeal to the whole of the monitors?—I should say he would apply first of all to the head of the school, and if the head of the school thought the case was one of difficulty, he would assemble the monitors together; if he could get no redress the only appeal would be to the Head Master.

927. And the Head Master would consider himself justified or called upon to hear that complaint against the monitor, even though the whole body of monitors had not thought it one for bringing up before him?—I should think he very likely would. I am rather trenching on the Head Master's province. If he thought the monitors were right, he would probably say, "You will have the alternative of leaving the "school if you do not submit to the punishment they "have thought right to inflict upon you."

928. Is a monitor permitted either by the Head Master or by usage to inflict punishment immediately on a boy?—I should think very rarely. The order generally is, "Come to my rooms at such a time."

929. So that the monitor would have time to reflect?—Yes. I should think it was very rare, and quite contrary to principle, that a punishment should be inflicted immediately.

930. And contrary to usage?—I should say so.

931. What sort of interval would there be in general between the commission of the offence and the being brought into the monitor's room?—Generally after breakfast the next morning is the time fixed.

932. And the monitor may inflict a certain amount of corporal punishment?—Yes.

933. With the cane?—Yes.

934. Is that done by the monitor in his own room, without any witness?—I really do not know; I should think not. It is difficult for me to give an answer which would be unexceptionably true, because monitors may vary in their practice; I merely speak of my own impression.

935. Are you aware whether there is any control over the manner or amount of punishment inflicted by the monitor?—I should think there was, certainly.

936. There are monitors in your house?—There are.

937. Who of course must occasionally have to inflict punishment?—Yes.

938. You are not aware how those punishments are inflicted, or in whose presence, in your house?—Not exactly.

939. The 15 senior boys are invariably monitors?—Invariably.

940. That is the fixed number of monitors for the whole school?—Yes; as the numbers of the school increased, it has been increased from 10.

941. Do you consider, with reference to the duties the monitors have to perform in maintaining order and discipline, and so forth, that those 15 monitors are sufficient for the whole school?—I do. Practically they are found to be so.

942. In each boarding house is there a monitor?—If there is not, the head of the house is *ex officio* a monitor; the head of the house exercises monitorial power.

943. (*Lord Lyttelton.*) He is always in the sixth form, is he not?—Not necessarily.

944. But as a matter of fact?—As a matter of fact I should think it was the case in large houses.

945. (*Lord Clarendon.*) In your own case have you school monitors?—Four or five of the monitors, I think, are in the house. About something like one-tenth or one-twelfth of the boys in the house have generally been monitors. I have had a very large proportion of the sixth form in my house, sometimes 16 at one time, and I have now.

946. I suppose a monitor then always will be at the head of your house?—Always.

947. (*Lord Devon.*) You say, I think, that the practice would be,—and no doubt it is a very proper practice,—that punishments should be inflicted only after a certain delay following on the commission of the offence, but supposing a boy refuses to take the part assigned to him at football or at cricket, would it be relied upon that the monitor would not immediately inflict punishment?—With regard to football, I know the practice; the boys are stopped at four o'clock bell, and if they have not been to football that day, and have no valid reason, they are told to come to the head of the school the next morning, as the representative of the executive powers. With regard to the practice at cricket, I cannot speak certainly.

948. During the period that you have kept a boarding-house, has it ever occurred to you to have a complaint made by a smaller boy of any abuse of authority by a monitor?—Yes. I remember one case very distinctly where I was obliged to send a boy away. He was second in the house at the time.

949. Was he the complainant?—The little boy was the complainant. He had been punished excessively by the second boy in the house, and that boy happened to be under some blame for other things, and this came as an accumulation of other complaints, and he was removed in consequence. This was a great many years ago.

950. The second boy in the house was a monitor?—Yes. A younger boy had an accident and broke all the monitor's tea-things, and the justification was, that they were some which he valued very highly because his mother had given them to him, and he punished the boy excessively. The younger boy came to me, the case was investigated, and as there had been clearly a very gross loss of temper, this happening at a time when he was under some displeasure for something else, the monitor was removed. Had it been a single act alone, he would probably have been degraded.

951. That was an abuse of the monitorial authority, not a school offence, or any offence against discipline, but simply a private offence, namely, that these articles were broken?—The boy was in discharge of his duty as a fag at the time.

952. I think you have stated that you believe that, practically, even a monitor of small physical strength would generally succeed in maintaining his authority, even over big boys?—Yes.

953. That he would be supported by the other monitors?—Certainly.

954. Supposing a monitor to abuse his authority, in the way of oppression or undue punishment of a smaller boy, in that case do you believe that the feeling of the other monitors would be against him, or would he be supported by them?—A good deal, perhaps, would depend on the character of the monitors at the time; but I should think it would scarcely be against the monitor.

955. (*Sir S. Northcote.*) Are you sufficiently in communication with the monitors of your house to know how they feel the system themselves? I mean, is it an annoyance to them at all, in any case, to be placed in that position of responsibility?—I do not think it is.

956. Supposing the case of a very shy boy being put in the position of a monitor, do you never find that such boys feel it an irksome position?—I have no doubt they do. Those are the very boys who are benefited by it.

957. Do you find the necessity of keeping order ever interferes with their own studies?—To a certain extent it must; but I do not think very seriously.

958. (*Lord Clarendon.*) Since this Commission was appointed, our attention has been directed to two subjects, rather more by the parents than the boys, in which they think some improvement might be made; first, in the ventilation, both of the school-rooms and of the living-rooms and sleeping-rooms of some of the boys' boarding-houses; and then, at some of the boarding-houses, in the food—I do not know whether it is insufficient, or whether it is not of a good kind; and then of the badness of the beer. It is not from boys, but from parents who must have got it from their boys. With respect to the ventilation, I hope there is something doing towards the ventilation of the school-rooms. We saw some improvements in them, but some were very deficient indeed; and it is a matter to which I think the attention of the masters should be directed most seriously. I think it has as much to do with the health of the boys as anything else. In the name of the Commission I would most urgently call the attention of all the masters to that; for I think in some of the boarding-houses improvement is greatly wanted. I think you must occasionally, in the course of your experience, have heard complaints of this kind?—I think I have, on two occasions, in my own house.

959. With respect to ventilation?—No, never with respect to ventilation.

960. With respect to food?—Yes. I got one anonymous letter, and a personal application in a very straightforward manner, indeed. I never had a complaint as to the quality.

961. (*Lord Lyttelton*). As to the cooking?—No; both were as to the quantity, not as provided by me, but as consumed by the boys. It caused me a great deal of difficulty at the time to know how to meet it, because it was a peculiar case. The boys in my house had got a fancy never to be helped twice to meat. It was a kind of fashion they had among themselves. They never will be helped twice. I made a most urgent appeal to them when I got this letter. I begged and entreated them to save me from the scandal of not allowing them to have a second help of meat, but it produced no effect. I always carve, and I am obliged to suit the helpings I give to the boys to what I think they ought to be able to eat. If I had known who the person was who wrote the letter, I should have asked him to come to my dining-room after the dinner is over to see the enormous quantity of food that is left, which we are obliged to give away to poor people. I attribute this fashion rather to the fact of boys eating a great deal elsewhere, and therefore they do not come with a thorough appetite. I never had the slightest complaint of the quality of the meat. I know very well if there was any it could not have been well founded.

962. (*Sir S. Northcote.*) Are there many cases of boys who get extra beer, such as Bass's ale?—Sometimes, only on a medical certificate.

963. (*Mr. Vaughan.*) You say they eat elsewhere. What induces them to go elsewhere when they have the prospect of a meal before them?—I am afraid it is an infirmity of boys' natures, a tendency to sweets.

964. (*Lord Clarendon.*) Do you happen to know what in your house is the allowance per head per diem of meat?—I do not; I do not think the meat is arranged by an allowance of quantity. I can tell you, with regard to my own house, that we always have three dishes, that they are such as will suffice, and that there are always more in the rear in case of their being wanted, but no regular quantity is allowed.

965. (*Lord Devon.*) Could you not tell us, one week with another, how many pounds are consumed by how many people?—I could not possibly.

966. (*Mr. Vaughan.*) Does not the butcher's bill for the house, for instance, give you the amount?—My butcher's bill for the year is about 600*l.*

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967. I mean as to the number of pounds?—I think it would be delusive. My Sunday's dinner is a whole sirloin and a large portion of the ribs of beef. That furnishes the whole of my house for the day, and furnishes a cold joint for another dinner in the week.

968. Have they the same joint cold for supper?—Not ordinarily; there is a cold dinner on Sunday. The sirloin, I suppose, weighs about 30, 40, or 50 lbs., besides the ribs. I suppose the beef for Sunday's dinner is about 80 lbs.

969. (*Lord Lyttelton.*) Do you know what is the average amount of pocket money your own boys have?—I only know what they have from me. They have 2*s.* a week from me, of which 1*s.* is capable of being stopped for mischief, and the other is never stopped.

970. Do you know what on the average a boy brings with him?—I do not. When I am asked, as I often am, by a parent, I say that a boy in the lower part of the school should be fairly expected to have about 30*s.* when he comes first to school, and that his father must expect to have an application in the middle of the term for about 15*s.* more.

971. In the three terms that would make 6*l.* or 7*l.*, besides his allowance?—Yes; those are for school subscriptions and for the decorations of his room. Some boys are more expensive than others; some spend it simply in eating, for which there is nothing to show. It depends on the character of the boy.

972. (*Lord Clarendon.*) Have you not perceived that some of the school-rooms have been very deficient in ventilation?—I think the school accommodation at Harrow is perfectly infamous. I think some of the rooms are such as would not be tolerated in a national school, certainly not in a proprietary school. The new building which you saw the other day was built almost entirely by the subscription of the masters, who had a great deal to do with the arrangements of that building. The dimensions of the rooms and the planning of it entirely was settled by a masters' committee, and carried out by the architect. With the exception of those rooms, there is really hardly a room fit for boys to be in.

973. (*Lord Lyttelton.*) Do you mean for want of ventilation?—There is scarcely a room with a square ceiling to begin with, or any ventilation. I believe I have the best room in the old building, a room with three windows. When I went into it, there was no window that opened at the top, now there is. I can never bear to be in the room without one window open, and sometimes two.

974. (*Sir S. Northcote.*) How does the new system of ventilation answer?—There was a good report of it the other evening by the masters, in whose rooms it had been applied.

975. (*Lord Lyttelton.*) Are they overcrowded?—It is not that, but I think it is that they are badly arranged. I mean the rooms in the old building. There are rooms upstairs which really are not fit for any gentlemen's sons to be in. I do not think that any expression is strong enough to characterize them.

976. I suppose the beer is all bought in the place, is it not?—No, I always have Romford beer, and I have it laid in twice a year. I know it is most unexceptionable.

977. (*Lord Devon.*) Can you tell me whether the breaking out of fever has been a matter of occasional or frequent occurrence within the last 25 years?—In my experience we have had actual scarlet fever, prevalent so as to cause the boys to be sent away, only on one occasion, in Dr. Vaughan's time. We had a curious complaint, which was called the rash for want of a better definition, only two years ago. The medical men best know what it was, but they seemed to be very much divided; some called it roseola, some called it scarlet fever, some called it spurious measles, and so forth; but I have only known one real outbreak of scarlet fever.

978. On the second occasion was the school broken up?—It was, principally because of the panic and alarm which spread to London. It is a very curious fact that a medical man of some distinction in London, who came to see a case that I had, was perfectly positive that it was not scarlet fever in the case he saw. It was a highly infectious malady.

979. (*Lord Clarendon.*) The boy who died in Mr. Butler's house died of scarlet fever?—He died from very injudicious exposure as he was getting well. He did not die at all from the malady with which he was originally attacked.

980. (*Lord Devon.*) Has the school only been broken up on two occasions?—Only on two occasions in my recollection. I have two rooms in a cottage close to my house, which I use as a kind of sanitarium, and there I always send a case of infectious illness.

981. There is no distinct building as at Eton and Rugby, and possibly elsewhere, for the purposes of a sanatorium common to the whole school?—No, there is not. Most of the houses have what may be called a sanitarium either within themselves or closely adjoining.

982. With reference to a subject akin to this, viz., the provision for bathing, I think there is no bath-room in your house?—No, there is not. I have a bath-room, but it is not accessible to the boys.

983. Do you know whether in other houses there are?—Not for boys, I should think.

984. What are the provisions for washing besides the basin?—We have a large number of footbaths which are used by boys who do not have sponging baths, but I should think that one-third of the boys have sponging baths.

985. One to each room?—It is a private matter, they are not found by me; they are either hired or purchased by the parents.

986. (*Sir S. Northcote.*) Are you in the habit of going up into the boys' rooms at all?—Yes, I do always once in the course of the evening. When I am at home during the evening I generally go up before prayers; I always go up once afterwards.

987. Do you go into each room or only into some of them?—It depends on circumstances. I have no uniform practice; the less uniform the better. I always knock at the door and go in.

988. (*Lord Lyttelton.*) I understand you to state that the profit on the board alone of 50 boys would be 15*l.* That would be 750*l.* a year?—Yes; but I feel it extremely difficult to give anything like an estimate because it is so difficult to separate items of personal expenditure from that of the boys. For example, I breakfast with my boys every day when we are alone. All I know is, that my balance at the end of the year is my profit, which after all is the most thorough test. I proceed on this calculation—

	£
Annual savings - - -	1,000
Personal expenditure - -	1,200
Total -	£2,200

which is thus made up—

	£
Private tuition of 60 pupils at 15*l.* each.	900
Assistant master's salary - -	150
Profit on boarding house (50 boys) -	750
Income from other sources (private)	400
Total -	£2,200

The amount at which I put my own expenditure, 1,200*l.*, is the only point open to dispute; that I am obliged to estimate to the best of my ability.

989. (*Sir S. Northcote.*) Are the boys allowed to get meat or anything of that sort in for breakfast?—All have tea, coffee, rolls, butter and bread provided. They are allowed if they wish to bring in anything cold, and if they wish it they are allowed to have eggs or anything as simple as that cooked in the kitchen, but nothing else. Many boys do that and many do not; I should think probably two-thirds do not.

990. (*Lord Clarendon.*) I omitted to ask you about fagging. The fagging does not go below the fifth form, does it?—No; the remove and first shell are night fags and the others are day fags.

991. And you do not consider there is anything objectionable in the system of fagging, as established at Harrow?—I do not.

992. It is neither disapproved by the masters nor very much disliked by the boys?—I do not think it is.

993. There is another point, of perhaps no great importance, and yet I believe it is thought so by some of the boys, which is their dress,—the tail coat which they are obliged to wear when they get into the fifth and sixth forms; is that a matter, in your opinion, of great necessity?—It is a matter of their own arrangement. I do not think we interfere in the slightest degree with it. We do not require them to wear tail coats at all. It is a question of jackets or tail coats.

994. (*Lord Lyttelton.*) Would the master prevent the wearing of any other?—The adoption of a tail coat at a certain period of the school is a matter of usage among themselves.

995. (*Lord Clarendon.*) It is a proof of their status in the school?—Yes.

996. (*Lord Lyttelton.*) Might a fifth form boy wear a round jacket if he liked?—A parent once tried the experiment. He was very anxious that his son, who was a little boy, should not wear a long coat, and he applied to the Head Master, who said he was at liberty to wear a jacket. The boy wore a jacket for two days, but during all that time he was made so unhappy by his schoolfellows laughing at him that he begged his father to allow him to wear a coat. At that time it was said that it was not at all a school regulation depending on the masters, but on the boys themselves. What we do is to restrict them from wearing all sorts of colours and any cut of coat, except the old dress coat.

997. (*Lord Clarendon.*) A boy below the fifth form would not be allowed to wear a tail coat, would he?—Only by the leave of the head of the school.

998. And the masters?—They have nothing to do with it. I have several boys in my house who wear tail coats.

999. Who are not in the fifth form?—Yes. If a big boy applies to the head of the school for leave, the head of the school gives it to him.

1000. (*Lord Lyttelton.*) But, ordinarily, no one would think of allowing a jacket to be worn in the fifth form?—No. With regard to dress, the real point is whether or no, what are now so very common, morning coats, should be worn instead of dress coats. Some 20 years ago nobody would have thought it a great hardship to have to wear a dress coat in the morning. At present a boy is obliged to have a double outfit; he is obliged to have a morning coat which he wears at home, and which he does not wear out in one vacation, and outgrows before a second, and to have a dress coat to wear at school. The dress coat is the real grievance on the part of the parent. I do not think the boys feel it themselves; some may. Those I have spoken to I think would rather maintain the present state of things.

1001. And wear the sort of coats that are now worn?—I believe they would.

1002. Should you consider that there would be any great objection to changing that form of dress if there was a general wish on the part of the boys for it?—I do not know. It is rather looked upon now in the light of the cap and gown of the university. It is rather distinctive; it enables you to distinguish a boy, and so far it may be an advantage.

1003. Do you believe the boys would like to be allowed to wear all sorts of morning coats?—We should not allow them to wear all sorts of morning coats. I remember perfectly well when this law was first introduced, boys used to wear green coats and brass buttons, with very smart waistcoats; we were obliged to put that down. As to the shape of the coat, I do not think the boys object to it at all, but rather like it. Some are very much attached to the old custom.

1004. (*Mr. Vaughan.*) How long have you been at Harrow?—Since January 1837.

1005. Can you tell me what the usage of the school has been with regard to gratuitous instruction; that is to say, whether gratuitous instruction has ever been given to the kinsmen of the founder upon the same footing in which it is given to those in the parish of Harrow?—I do not know at all.

1006. Do you know whether any application has ever been made for it?—I do not know.

1007. Are you at all acquainted with the deeds connected with the foundation of the school?—I have read John Lyon's will, and I have read over the charter founded on it.

1008. Do you remember any points in either of those documents that bear upon that subject?—I do not.

1009. Perhaps I may as well point out to you the particular passages that appear to give certain rights for gratuitous instruction to the founder's kin. There is the following among the original rules of the school: "The schoolmaster may receive over and "above the youth of the inhabitants within the "parish so many foreigners as the whole number "may be well taught and applied and the place can "conveniently contain, by the judgment of the Go-"vernors, and of the foreigners he may take such "stipends and wages as he can get, except that they "be of the kindred of John Lyon the founder"?—I am not aware whether it has been applied for.

1010. Do you know whether there has been any rule of the Governors that has at all abrogated that?—I am not aware.

1011. With regard to founder's exhibitions from the school to the universities, are you aware that any preference to those has ever been claimed by the founder's kin?—Not to my knowledge; I never heard of any founder's kin in any way.

1012. Has any preference been given to parishioners of Harrow?—No, they have always followed the result of the examination.

1013. Are you aware whether in the original orders of the founder he directs that any preference shall be given to the parishioners of Harrow or his own kin in awarding the exhibitions?—I do not know.

1014. Are you aware of the existence of this passage with reference to the scholars sent as exhibitioners: "All the said poor scholars to be taken and "chosen out of the said free grammar school at "Harrow, and of the most apt and most poor sort "that may be met. The poor kinsfolk of me, the "said John Lyon, if any such be, and such as are "born within the said parish of Harrow, being apt "to learn, poor, and meet to go to the university, "to be preferred before others." Were you aware of the existence of that passage?—No, I was not. I have read the charter over, but I never knew of such a case.

1015. Do you or do you not think that practically the founder's kin have shared the advantages with the parishioners, or have they had any preference shown to them in the exhibitions?—To the best of my knowledge they never had the least preference. I never heard of the existence of the founder's kin.

The witness withdrew.

HARROW.

T. Wood, Esq.

14 June 1862.

THOMAS WOOD, Esq., examined.

1015. (*Lord Clarendon.*) I believe you are the drawing master at Harrow?—I am.

1016. How many years have you been drawing master there?—Twenty-six years.

1017. Are you resident at Harrow?—Yes.

1018. And your occupation is exclusively to teach drawing there, as far as it is connected with the school?—Exclusively.

1019. You do not keep a boarding house or take any pupils in the house?—No.

1020. About how many pupils have you on an average?—It would not be very easy to strike an average without reference to books, but I think on a rough guess I might say, perhaps, 50 as an average, now.

1021. Who attend regularly?—Yes.

1022. From what part of the school are your pupils mostly drawn?—I do not think from any particular part. I should say they are dispersed almost completely through the school; I do not think I could name any particular form from which they are more numerous than others.

1023. Their attendance on you is entirely voluntary, is it not?—No; they are punished by impositions if they omit to come to me.

1024. That is those who undertake it, but I mean it is not compulsory; it is not part of the school system to attend?—No; those who attend on me do it either from their friends' wish or their own desire.

1025. I suppose the greater part of the pupils who attend your lessons do so in consequence of the desire of their parents?—Yes; but not entirely.

1026. Are those rare cases, or are there many who voluntarily desire instruction in drawing?—Many; I think I may infer that from this circumstance, that my reports which are sent in fortnightly to every tutor, have to specify the number of attendances, which must amount to four in the fortnight; so far from being bounded by that there are many cases in which the boys exceed it. There are some who have as many as 8, 9, or 10; I have given as many as 12 in the fortnight, but it is voluntary, they are not bound to attend more than four times in the fortnight. They do it of their own accord, and from their own wish and choice entirely.

1027. When once a boy has embarked on his instruction with you he must follow it up; you would report him if he did not attend?—Unquestionably; I do that every fortnight as a regular thing.

1028. You report his attendance and his progress?—Yes; to his tutor.

1029. To whose house he belongs?—To his tutor; not necessarily to the master in whose house he may be.

1030. Do you report him to the master of the house in school?—No; to his private tutor. He must show four marks for the fortnight's attendance on me, indicating that he has been with me four times for an hour each time.

1031. Those marks are merely for attendance, not for progress?—Merely for attendance. I really think I may say of the majority that they exceed that number by their own wish.

1032. Do you not give marks for progress?—Not in those reports. There are other printed reports of a different form in which that occurs.

1033. Is credit given in the examinations to proficiency in drawing? Is your report for good or for bad of any use to the boy at the half-yearly examination?—I think not now; but till very lately, at least till within a few months after Dr. Vaughan left, I always gave copies as they are called to those who deserved it from regularity of attendance and progress. Mr. Butler has thought fit to alter the plan; he does not object to my giving copies to the lower school, but he tells me he thinks it is rather *infra dig.* for a boy in the upper school to receive a reward for merely doing what he ought to do.

1034. But your copies were given for proficiency, not merely for attendance?—For both.

1035. I do not understand why it should be *infra dig.* for a boy to receive a prize for having succeeded in what he attempted?—It was because the giving of the copies was supposed to be due to both progress and regularity of attendance. It must be many years ago now since I have had to report a boy for anything approaching to bad conduct.

1036. What is the nature of the instruction you give them in drawing, is it in perspective?—Perspective, undoubtedly, because I look upon perspective as lying at the root of the whole, and until a boy has mastered some of the elementary portions of that study, it is no use to take him out sketching, which I do in the summer.

1037. You are in the habit of taking the boys out sketching?—Yes, in the summer quarter.

1038. That is taken out of the half-holidays?—All their work is taken out of the half-holidays.

1039. Do they draw from casts?—No, not much. I could not manage anything of that kind myself, situated as I am with so many boys, and many of them in different stages of progress, of different abilities, in the room at the same time. The only plan I can follow is to take those out in the summer term who I think are able to sketch from nature, and let them make the most of it.

1040. They do not draw figures?—My attention is principally turned to landscape, and to drawing from nature, as being the great object of learning it.

1041. There is no drawing from casts or models?—Not much.

1042. I suppose you use models in so far as perspective is concerned?—Yes. I ought to mention that at stated seasons I give them lectures on perspective in my pupil room.

1043. I suppose it is part of the hour that they give to you that is employed in that way?—The whole of it, and for that they have the same mark as if they had been pursuing the practice of it.

1044. It is for attendance?—Yes.

1045. (*Lord Devon.*) Do you ever find any difficulty in keeping order in your class?—Never. I was mentioning just now that for 8 or 10 years I never had occasion to report a boy.

1046. What I meant was something short of being "reported"; have you ever had any difficulty at all?—I have perhaps once or twice in the course of the time, but I have always found that by coolness and temper those boys could be kept entirely in order.

1047. (*Lord Lyttelton.*) Are many of your boys among the best boys in the general school studies?—I think they are.

1048. (*Sir Stafford Northcote.*) Do you teach any geometrical drawing at all?—I do not; that is the department of the military drawing master, whose appointment is in fact now vacant.

1049. (*Lord Devon.*) Has there been one?—Yes; an officer of the rank of captain or colonel in the army. He did not live at Harrow. He used to come over for a day or two. I suppose it did not answer his purpose.

1050. (*Sir Stafford Northcote.*) How long ago was that?—I think it cannot be more than three or four years ago since he came, but then he had only one or two boys.

1051. Were they the same boys as learnt of you?—I do not think they were, but cannot be sure.

1052. (*Lord Devon.*) How long had there been a drawing master for military purposes?—I can hardly say; but for some 8 or 10 years it did not come under my observation sufficiently to enable me to speak with certainty.

1053. (*Mr. Vaughan.*) What time in the day is allowed for the drawing lessons?—Their attendance on me takes place in their play hours.

1054. And no time is given but play hours?—Only that; and the consequence is, that they come to me

when they can best manage it; for instance, if they are engaged in a cricket match, that serves as an excuse, and instead of coming to me on that day they come the day after, or something of that kind.

1055. Do you find that that interferes with the prosecution of the study?—It must do so in some respects, but I cannot help it from the cause I mention.

1056. Do you make use in any way of the school vacations to assist the progress of the boys by setting them holiday tasks for prizes?—I cannot do that; I have tried it.

1057. Do you mean you cannot rely upon them to do the work?—I cannot rely upon them.

1058. Or do you mean that you cannot rely on the work done being entirely their own?—I cannot rely upon either; and, what is more, I cannot rely upon their taking care of any studies I may put in hand. I have done that at various times, and I generally find that they have done nothing.

1059. Have not the pursuits of the family permitted them to do it?—There are many cases in which sisters or brothers have had a taste for the art. Then the case is very different. There are boys under those circumstances who show me at the end of the vacation sketches which prove that they must have devoted a great deal of time to them, especially those who have been abroad.

1060. If it were to become more general, could it be taught in classes?—It could be taught in classes if made part of the school work; not otherwise.

1061. I do not mean if the whole school, but I mean if a much larger proportion would learn?—I think if it were made part of the school work, nearly the whole school might possibly learn.

1062. I was not considering the case of its being compulsory, but of such facilities being given to it as that it could be taught in classes?—It could only be done under those circumstances; it can never be done as long as it takes the place of play, that is, in classes previously arranged.

1063. Would it be a consequence of its being made part of the school work, and taught in classes, that it would be taught with less expense to the individuals learning it?—That might be, but I have no means of judging

1064. Being taught together, it would impose less trouble on the master, and therefore cause less expense?—I do not see that that would impose less trouble.

1065. Have most of those who come to you learnt it before?—I think, perhaps, the greater number have. It is very difficult to say.

1066. Do you find that a great many still are content to begin with the elements?—Very many; though I think I may say that the majority know something about it before they come.

1067. Do you think that the boys who study it are as fond of athletic pursuits as other boys, or do you think you get the weaklier boys; boys less fond of play?—No, I do not think so at all. I cannot call to mind a case.

1068. Do you think that those who prosecute it, as you say some do, with eminent success, are tempted by it at all to encroach on their school work. Have you ever had any complaints of that sort?—Never.

1069. Do you think it is a study which furnishes a good relief to school work, without encroaching upon it?—Unquestionably.

1070. Do you think it exercises different faculties?—Wholly different.

1071. And therefore is a relief, although still an occupation?—It is a mental relief, as cricket is a physical relief.

1072. Do you consider that it has an effect on the handwriting?—I think but little.

1073. You do not think it gives freedom or precision of hand?—I think not. I think, on the contrary, the best painters of our day are the worst writers, as a general rule.

1074. It a little surprises me to hear that. Have you ever attempted to analyse the reason of that at all. Is it in the position of the hand, or anything of that sort?—No, but it is notorious, notwithstanding, perhaps accidental.

1075. Have you heard that it gives greater precision in the use of firearms; in the use of the rifle, for instance?—It certainly trains the eye; it has that effect; the eye becomes more true. No man can study drawing, more especially if he studies from nature, without educating his eye to a great extent.

1076. With regard to the hand also, do you think it has any effect on the hand in giving it obedience to the eye, and bringing it into harmony with the eye?—I should think not in the case of the rifle.

1077. Has it ever occurred to you, from your position as teacher to a great public school, to consider the relation that the possession of the art of drawing holds towards general education?—I think, in most cases, one can hardly look upon it otherwise than as an accomplishment, not as a school study. I am not sure that I quite see your question.

1078. I meant as an element of education, physical and intellectual, have you considered what its value is?—As an accomplishment, offering a resource on most occasions, in travelling for instance, I think it is valuable, to go no higher.

1079. Have you any suggestions to make that might assist its prosecution with success at Harrow. Have you any suggestions to make as to the arrangement of the drawing system, or as to any facilities which might be given to it?—I cannot suggest anything so long as the drawing lesson takes place in the play hours.

1080. That is one suggestion as to which I should ask you whether you have any suggestion to make, viz., as to the time at which it should be taught?—I can only answer again that as long as it takes the place of the play hours I can give no suggestion.

1081. Does it amount to this that, in order to the successful prosecution of the study, you would suggest that it should take place out of play hours?—That certainly would very materially assist it.

1082. (*Lord Lyttelton.*) They have no prizes for drawing at Harrow?—They have.

1083. There is nothing to encourage success particularly?—Yes; there are prizes now; the copies are only given to the lower school.

1084. In the upper part of the school there is nothing in the nature of reward or competition?—Now there is.

1085. You say in your answer that many of the boys occupy much more of their time than the necessary two hours, as much as double that time, do you think?—More than that sometimes.

1086. Those who are very fond of it?—Yes, and they are many.

1087. (*Lord Clarendon.*) Your emoluments, I believe, arise from fees from your pupils?—Entirely.

1088. Are they paid to you direct, or do they come to you from the Head Master?—Through the heads of the houses.

1089. Through the head of the house?—Yes; the reports go through the private tutor, and the accounts through the head of the house.

1090. And the fee, I think, is three guineas the term?—Yes; that is, for three terms a year, nine guineas for each boy.

The witness withdrew.

HARROW.

Rev. B. F. Westcott.

14 June 1862.

The Rev. B. F. WESTCOTT examined.

1091. (*Lord Clarendon.*) I believe you are an assistant classical master at Harrow?—Yes.

1092. How long have you been so?—Since the spring of 1852.

1093. You are likewise, I believe, composition master?—Yes, I have been so for about 9 years. When I first went to Harrow, I took a form, but after midsummer, 1853, Dr. Vaughan engaged me on the composition.

1094. What are your precise duties as composition master?—They have varied, but speaking generally I take a division of the monitors and upper sixth form in composition. When my work first began, Dr. Vaughan took the first 4 monitors, and I took the next 11 boys (the last 6 monitors and the first 5 of the upper sixth form), and at that time Mr. Steel took the remaining 15 of the upper sixth form. My work was to look over exercises, which afterwards were in some cases submitted to Dr. Vaughan, but I was responsible for the correction of the exercises of the 11 boys following the first four.

1095. The Head Master took 4 and you took 11?—Yes.

1096. (*Lord Lyttelton.*) There are not more than 15 monitors altogether?—At that time there were only 10; but I reckon the whole form together.

1097. (*Lord Clarendon.*) Your duties were confined to those 11 monitors, you did not go lower down in the school than them?—Not at that time.

1098. You looked over the compositions of the highest boys in the school, except four?—Yes.

1099. Do you correct them in school or do you look them over before they go to the school?—My custom is generally to look over the exercises before the special boy comes to me, but he comes to me in my study: the work is not done in the school at all. Each boy comes separately to me, and I look over the exercises with him in my study.

1100. Then you do for him what the private tutor does for him in other parts of the school?—Yes; at least what the private tutor does in the fifth form.

1101. The monitors do not have private tutors as such, do they?—The composition of the monitors and the upper sixth form is not looked over by their private tutors.

1102. Do those monitors have private tutors?—Yes; but their work is confined to what is called private reading in one classical subject.

1103. Do you continue at the present moment with these 11 monitors under your charge?—I mentioned that that was the original arrangement: several changes have been made since. During the latter part of Dr. Vaughan's stay at Harrow, I fancied there was too much labour bestowed on the composition of the sixth form. There were three masters engaged on it, and I suggested to Dr. Vaughan that it would be an adequate provision if he could take part of the form, and I take the remainder; it ended in his taking the first 10, and I took the remaining 20. I found that was more than I could do well with my other work. When Mr. Butler came the form was divided into equal divisions, I was to take 15 regularly, and the Head Master to be responsible for the other 15.

1104. You are talking of the whole of the form?—Yes.

1105. That consists of more than 30 boys?—I am talking of the upper sixth form. The arrangement at present is, that the Head Master takes constantly the first 10 and 5 out of the remaining 20, who come to me, so that every week I have 15, and the headmaster 15, the first 10 being constant in his case, and the remaining 5 variable.

1106. That is the system now?—Yes; and it has been so since Mr. Butler has been at Harrow.

1107. Do you think it is a system which works well?—I think it is decidedly more satisfactory than the former one, because the Head Master sees every boy of the upper sixth with some exercise.

1108. Is it since you have been at Harrow, that a certain amount of time has been devoted, and compulsorily given to mathematics and modern languages?—The change with regard to modern languages in the lower part of the school was made shortly after I came to Harrow; the mathematical arrangements were made before I came.

1109. Do you consider that the time that is now given to mathematics and modern languages, is in any way injurious to the classical studies?—I doubt whether it would be possible for me to answer that question, because the lessons which would be affected, I imagine, would be the construing lessons. The composition, I think, would be entirely untouched by preparation for modern languages or mathematics. I do not believe that the preparation of these subjects for school takes up time so as to interfere with composition.

1110. Then you have nothing to object to with respect to modern languages and mathematics, as interfering with classics?—I cannot speak of their actual effect on composition at all. I have no knowledge of the character of the composition before these subjects were part of the school work.

1111. You have only to do with the composition?—I regularly take one lesson a week on Saturday, and other lessons (though rarely) at any time when the Head Master wishes me to do so.

1112. Verse and prose?—Yes.

1113. Do you think that if any more time was devoted to mathematics and modern languages than is now given, the classical instruction and scholarship would suffer from it?—It is very difficult to express an opinion on so wide a question, without having had very much greater opportunity for comparing the present with the past state of the school than I have had; but I should think that the composition itself would not suffer, or rather the good composers would not suffer. But it would probably be otherwise with regard to the mass of the boys. Their composition would, I believe, suffer, for I do not suppose that they would gain any increase of vigour by greater variety of work, and the amount of time at their disposal is now fully occupied. A good composer would sacrifice other subjects to his composition.

1114. You think that the present system of classical instruction at Harrow, with reference to its proficiency and success, could not afford to have any more time subtracted from it?—The time devoted to classics is certainly not more than is absolutely necessary, at any rate for the best boys, those, I mean, who reap the benefit of the classical element of the school.

1115. Do you think that the manner in which classics are taught at Harrow is the best that can be devised, and is productive of the best results?—I really must plead total inability to answer so wide a question as that; generally, however, it seems to me that the freedom and variety of the methods of teaching pursued are calculated to encourage and develop every form of sound scholarship.

1116. But since you have carried the present system into operation, nothing has occurred to you that would be an improvement upon it?—It must be remembered that we come rather to work out a system than to frame an idea of one; and our method of government allows of constant changes of detail. In principle no change seems to me to be called for.*

* The witness subsequently requested leave to add to this answer, "There are two details in the arrangement of the scholarship examinations of the sixth form which might, I think, be altered with great advantage":—

"α. It would be desirable, I believe, to separate the classical and mathematical parts of the examination, and to assign some scholarships to classics only, and some to mathematics only. The present system of adjudging our highest rewards to aggregate excellence in classics, mathematics, and modern languages, is obviously open to great objections, and I believe that the best scholars and the best mathematicians would gain considerably by the distinct recognition and reward of their respective studies. Up to the sixth form the combination of marks works well, but in the highest form it seems reasonable to offer some scope for the special pursuit of either of the two great branches of university education.

"β. With regard to the classical examination for scholarships, I should be glad if in all, or at least in some cases, it might be made to depend chiefly on *unseen passages* and not on work prepared in school. In other words, I should wish our highest classical examination to be modelled on the examination for university scholarships. With this view also it would be well, I think, to confine the examination to selected candidates and not, as at present, to extend it to the whole upper and lower sixth forms."

1117. But still in working a system, its deficiencies might suggest themselves; for instance, do you think that the grammar is taught in the most efficient way; is the Harrow grammar one that you think is incapable of improvement?—I speak of course with very great diffidence as to the working of the different forms, but I believe that two or three modes of teaching grammar are represented in different parts of the school, where the same text book is used. Thus I think a boy ought to gain a thorough knowledge of grammar as he passes through the school, from having the same great rules inculcated and explained in many ways.

1118. Has this difference in the use of the grammar reference to the different masters by whom it is used, or the different parts of the school to which it is directed?—To the private views of the masters, and in part to the form.

1119. So that the manner in which grammar is taught depends on the individual master?—Yes.

1120. And his mode of teaching the grammar and applying the rules?—Exactly; in everything except the text book which he uses the teaching depends on his own views.

1121. Those boys with whom you have to do, who are quite the superior boys of the school; do you find them well grounded in Latin and Greek, with a full and to you satisfactory knowledge of grammar, as they come to you after they have gone through the school?—I think it is necessary to be remembered that the rising in the school depends on many things besides scholarship. A boy may rise most rapidly into the upper sixth form without being at any time distinguished for scholarship by the help of modern languages and mathematics. I have known a case where a boy has risen from the bottom of the form almost to the top by great success in mathematics, and *vice versâ*, so that it happens continually that a boy reaches the upper sixth who is a very bad scholar.

1122. Those cases are rare. Surely it is mainly by classics that a boy advances to the higher positions in the school?—Excellent scholars, who are necessarily few, rise rapidly; but commonly a boy rises by fair proficiency in a variety of subjects, which is compatible with bad scholarship; for lessons in divinity, history, geography, and repetitions are included in classics, and pure scholarship has comparatively little weight in the examinations.

1123. But, speaking generally, do you think that those boys with whom you have to do, and who are the upper boys of the school, are well grounded in grammar, and that they are fundamentally acquainted with the classical languages; would that be the result of your observations on their composition?—I feel that every answer must be relative. Before speaking positively, I should like to compare my own pupils with those of other schools. The best boys are good scholars; many are what they always will be, indifferent scholars.

1124. But then you would say, would you not, that the best boys at Harrow are upon an average well grounded in the fundamental principles of the language?—I think I said that the best boys are really good scholars, and all the boys seem to me to have the opportunity of gaining sound scholarship. Indeed the tendency of our system is to look to the average rather than to the most promising boys.

1125. I do not think it is necessary that you should speak positively on the matter, as the best scholars,—the most proficient,—must be rather the exception than the rule; how do you find the great majority of the boys that come to you, even those who get up to the top of the sixth form, are they generally well grounded in classics? Do they leave Harrow with a fair proficiency in classical knowledge?—I should say so judging from the composition. Their verse composition is generally free from gross blunders; the Latin prose is fair, the Greek verse I should say rather better. I think it is a much easier subject.

1126. You are speaking then of boys, I suppose, who have been 3½ years at Harrow?—That I think is the average school life of a sixth-form boy.

1127. You have no knowledge whatever of their acquirements in modern languages or mathematics?—No, not directly.

1128. Have you private pupils?—I have.

1129. Do you direct your attention at all to, or do you interest yourself in, their progress in mathematics and modern languages?—I always ascertain the position of my pupils in those subjects.

1130. Do you consider that they do make fair progress in them, as far as you are able to judge?—I think the best boys do, decidedly.

1131. In both mathematics and modern languages?—In both.

1132. With reference to the time they are able to allot to it?—This is pre-supposed. For instance, a boy, as I have known to be the case, may gain a very fair knowledge of German in two years.

1133. Not having any knowledge of it before?—A knowledge of the first elements only.

1134. (*Lord Devon.*) You have been several years at Harrow?—Yes, ten years.

1135. During that ten years has the general average composition of the school, on the whole, so far as it came under your observation, advanced, or in any degree deteriorated?—You will observe that at the beginning of my time I took boys from the upper division of the upper sixth form only.

1136. Take the observation generally?—Looking to my own pupils I cannot say there is much difference, the average of the best composers is about the same: that of the inferior composers somewhat lower.

1137. Supposing an opinion were entertained in any quarter that in consequence of the introduction of more branches of instruction the general classical character of the school had somewhat declined, should you be disposed to agree in that opinion or not?—That is a question which I feel unable to answer, because I have not known the school under any other system; but I believe most strongly that the multiplication of subjects is a great evil.

1138. Were you at Harrow yourself?—No.

1139. (*Lord Lyttelton.*) Have you had private pupils all the time you have been at Harrow?—Yes.

1140. In your own private pupils alone have you observed any falling off in classical scholarship during that time?—No, I think not.

1141. What Latin grammar is used at Harrow?—That called King Edward the Sixth's, which was prepared by Dr. Wordsworth. It resembles the Eton grammar in form and arrangement, but differs from it considerably in detail.

1142. Is it Dr. Charles Wordsworth or Dr. Christopher Wordsworth?—Dr. Christopher Wordsworth. Dr. Charles Wordsworth composed the Greek grammar which we use.

1143. With regard to the work done during the October Term, 1861, part of it is looking over the fifth form composition; how many do you look over?—That return refers only to my private pupils.

1144. (*Sir S. Northcote.*) I think you said you looked over 15 boys a week?—Yes.

1145. But in this table apparently there are some 21 or 22 boys; are some of those stated twice over?—No, that division of time is owing to the arrangement I mentioned before. I fix hours for 20 boys, but five in each week do not necessarily come to me. In one quarter I had 17. A boy comes twice if any composition is left uncorrected.

1146. With regard to the Latin prose what proportion of that is original, and what proportion is translation?—My impression is that it is equally divided. There is one theme and one piece of translation.

1147. So that a boy does a piece of Latin prose of one kind or another every week?—Not quite so. The ordinary arrangement is this, a Latin theme is done in the first week, a Latin translation in the

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second week, and an English theme in the third week.

1148. And you look over the English themes?—Yes.

1149. Which do you find in proportion the best, the original Latin or the translated Latin?—In the original theme it is necessary to consider both the substance and the form, so that a comparison is difficult.

1150. Do you consider upon the whole that the themes are better as themes, or the translations as translations; should you say that the one was satisfactory and the other not satisfactory?—I should always expect that the theme would be most correct because a boy generally writes what he can easily express.

1151. Who selects the passages that are to be translated?—Lately the Head Master exclusively.

1152. What are the English passages generally from?—They are taken from English (rarely foreign) authors of every style and date.

1153. (*Mr. Vaughan.*) Suppose a grammatical knowledge had been gained both in Latin and Greek, so that a boy could express himself in those languages, which do you think would be the best to use for original composition, Latin or Greek?—I have had little experience in examining original Greek composition at school; but, speaking theoretically, I should not hesitate to prefer Greek, with certain limitations, supposing the training in both languages has been equal.

1154. You were mentioning just now that when boys wrote original Latin prose they were apt to accommodate the matter to their language. That led me to ask you whether you thought as an instrument of expression the Greek or the Latin language would be the better for boys?—I suppose there would scarcely be any doubt that simply as a means of expression Greek is a language much more flexible than Latin and more easily adapted to the circumstances of modern society and the subjects of modern thought.

1155. Would the habit of writing in Greek less cramp and impoverish the substance of a theme or an essay than the habit of writing in Latin?—It is difficult to decide, because I think the same law exactly would work, a boy would use the phrases with which he was familiar.

1156. I am supposing him to be equally proficient in both?—Even then it would be necessary to take account both of the great varieties of style which he might see in Greek and the extent of Greek literature. The allowed range of imitation in Latin is very narrow, and consequently a young scholar would be more likely to gain a good Latin style than a good Greek style, unless special Greek models were prescribed. In saying this, I do not touch the question of the superiority of Greek as an instrument of mental discipline; and with advanced scholars the objection to original Greek composition, which I have mentioned, does not exist.

1157. Do you think it is at all an objection to an original composition in Latin that it does give a poverty to the mind?—By no means necessarily.

1158. You think that a boy's habit of expressing himself in a language of which he does not possess the full mastery, and which is not the most absolutely rich language in itself, does not tend to make him write what may be called platitude, that is meagrely and poorly?—I think if his errors were not pointed out it would certainly do so, but it is the very business of the master who looks over the composition to explain any difficulties and to point out to the boy what he should have said and how he might have said it idiomatically.

1159. I am speaking of the tendency of writing in such a language not perfectly possessed; do you think that that has a bad effect at all on the powers of thought and expression generally?—I cannot say that I have any evidence that it does so. I find endeavours to think in the Latin no less than in the English themes.

1160. Not to accommodate themselves to the phrases that they possess, but to express their thoughts?—My wish is to bring out original thought as far as I can in the exercises; and the imperfect classical form frequently suggests hints both on style and argument.

1161. (*Sir S. Northcote.*) Do you look over all the boy's exercises together?—Yes.

1162. (*Lord Clarendon.*) Do you set punishments?—To my pupil-room.

1163. Is it generally lines to write out or lines to learn?—Generally lines to write out, or translations, unless a boy is high in the school.

1164. If he is high in the school he has lines to learn?—As a general rule that is so.

1165. Have you ever reflected at all whether that was the best mode of punishment that could be imposed on a boy?—The subject has been constantly discussed, and on the whole the general opinion is, that it is, but that it is not free from evils.

1166. Has it been considered the best with reference to the convenience of the masters or the advantage of the boys?—The best, according to our system, which is possible.

1167. You do not think it would be very desirable if you could at the same time unite some benefit with the punishment?—Yes, if we could see any way in which that might be done.

1168. Do you not think if they were to learn a task by heart, whether in English prose or Latin prose, that it might impress something on their memories which would be of advantage to them afterwards, and be a better form of punishment than the present, which appears to me to have no other result than to spoil their handwriting?—I cannot say from my recollection that lines which were learnt left any very clear impression; they were looked upon as something to be repeated at a certain hour and then forgotten.

1169. I should think that would apply equally to the writing?—Considerable pains have been taken to ascertain the latter fact (whether the writing was injured); the subject was discussed only two days ago, and the opinion was that some of those who wrote most punishments wrote better than the average. I think in my own pupil-room that those who write most punishments certainly do not write worse than the others.

1170. (*Lord Lyttelton.*) Are they required to write tolerably well?—That of course varies with the different masters.

1171. Does it appear to you that it could be of importance to diminish the number of lines a boy should write and to make fair handwriting an essential point?—That is assumed to be always done; in the case of a boy who sends up a bad punishment, it is supposed that he will be required to do it again, and if this is often the case he is made to write on double ruled paper.

1172. The judging of the handwriting could be done with great rapidity by the masters?—I think so. There is not the slightest reason why badly written lines should ever be taken.

1173. Is it not a great objection to learning by heart, that it would necessarily be a very unequal punishment for the same offence?—Very unequal indeed.

1174. (*A Commissioner.*) Have you ever heard of three pens being used together to write an imposition?—I have heard of an imposition being written with three pens; but I cannot conceive it possible that a punishment so written should be taken if it were looked at.

1175. (*Lord Clarendon.*) Did you ever hear of an imposition being written by a boy's fag?—Yes; that is a very serious evil. Of course no boy could ever send lines to his tutor written by his fag, but punishments have been sent to the Head Master written by fags, and a law was made that the tutor should always countersign the lines sent to him.

1176. Do you think that system is put an end to now?—I think so.

1177. But no better means of punishment suggest themselves to your mind as the result of your experience than this of writing out?—Not on the whole, I must confess.

1178. Do you not think that the system that is very often adopted of making boys bring a certain number of lines every two hours, or something of that sort, on half-holidays, for an indefinite period, a period not even stated to them, is an irritating system, and one that rather produces a sense of injustice on the part of the boy punished and of sympathy with him on the part of the other boys?—I have very little evidence to speak from; but I cannot recal any instance of a pupil of mine who has had such a punishment who has ever expressed to me or indicated any feeling of the sort.

1179. You are aware it is often inflicted?—Yes.

1180. I believe you keep a small boarding-house, do you not?—Yes.

1181. How many boarders have you?—My usual number is seven; under peculiar circumstances, I have once taken eight.

1182. Are those boys that you take permanently with you in their course through the school, or only expecting to get into the larger houses?—I should never willingly take a boy expecting him to go into a large house except under peculiar circumstances. I have once or twice done so.

1183. Do you consider that the boys in the small boarding-houses, in your own house, for instance, have more direct supervision and attention paid to them, morally and physically, than they have in the large boarding-houses?—I must, of course, confine everything I have to say to my own house. From my own arrangements, and I believe those of the other houses are similar, closer and more constant supervision of the boys is inevitable.

1184. Will you state, exactly, what are the relations between yourself and them?—They are with me at three meals a day, so that anything physically wrong must immediately come under my notice. I also see my boys two or three times every evening.

1185. To converse with them, do you mean?—Yes; and to explain any difficulties they may have.

1186. Do you converse with them with respect to their studies?—Yes; and on any subject of interest.

1187. (*Lord Lyttelton.*) Besides their meal-times?—Yes.

1188. (*Lord Clarendon.*) And you endeavour to ascertain what their real characters are, both morally and intellectually, and to assist them according to the result of your observations?—As far as I can. I imagine this to be a necessary part of my duty.

1189. You consider you stand entirely *in loco parentis*?—Absolutely. The idea of a small house is that of a family.

1190. You think, then, that you would be able to put yourself in the place of a parent more effectually than any of the masters of the large houses who are, *de facto*, private tutors to their boarders?—It could hardly be otherwise. My boys would feel less scruple in consulting me, and they have free access to me at all times.

1191. In fact, that they are necessarily more intimate with you than they could be with the master of a larger house, because you are able and willing to devote more time to them?—This is pre-supposed in the idea of a small house.

1192. The relations between your boys, for instance, and those of the upper part of the school, I suppose, are just the same as those between the boys of the large boarding-houses?—Exactly.

1193. And you did not think that the boys make any difference towards them; I will not say look down upon them, and think they are too much cared for?—I never traced any symptoms of that in the boys themselves; and I have turned my attention to the question with considerable care.

1194. Your boys are not isolated because of any different treatment made towards them?—Not in their school relations,

1195. But in their social relations?—I think not at all. As regards their relation one to another in the school, I am satisfied that they feel a perfect equality in position with every other boy.

1196. I mean with respect to sharing in their amusements; you do not think that they consider they are a little too terderly treated?—I do not see any symptom of such a feeling in any quarter.

1197. And in their amusements it is just the same as in the school?—Exactly; but they suffer in some measure from not having a very strong house feeling.

1198. Such as matches between the different houses, and so forth?—Yes.

1199. From those sort of matches, of course, they are necessarily excluded?—Yes, though they combine among themselves.

1200. And so far, therefore, they are in a position of social inferiority, perhaps, in the school?—A boy with strong athletic tendencies would, perhaps, feel so, and all lose to a certain extent by the want of a peculiar house feeling.

1201. The number of the small boarding-houses is not precisely limited, is it?—No; for it must be remembered that the small boarding-house is a means for making it possible for a junior assistant master to live at Harrow. It is, in fact, a payment for his school-services.

1202. Without having these pupils, you would not be able to maintain yourself at Harrow?—Not if regard is had to the exceptional expensiveness of the place.

1203. (*Lord Lyttelton.*) But the large houses are the same, are they not?—Yes; but I think it is important to notice the different effect which the boarders have on the domestic arrangements of large and small houses. Our pupils live with us constantly. We have no privacy.

1204. (*Lord Clarendon.*) For that advantage the parent pays a larger sum?—Yes.

1205. Without larger remuneration you would not, with seven or eight scholars, have any profit that would make it worth while to you?—If the terms of the small houses were lower I think it would be absolutely impossible for us to live at Harrow at all.

1206. How much is the amount of salary handed over to you by the Head Master?—£150.

1207. And that is all you have besides the boarding?—To this must be added the private tuition fees.

1208. Have you many private pupils beyond your own boarders?—Yes. The pupils from the Head Master's house and the mathematical masters houses are divided among the small house masters.

1209. You have as many as 40, have you not?—Yes; but the number is variable. At first I had only 22. Forty is the fixed limit, which is rarely exceeded.

1210. Paying how much each?—£15.

1211. (*Sir S. Northcote.*) Do those include the boys in your house?—Yes.

1212. (*Lord Clarendon.*) It is 40, in all?—Yes.

1213. You do not consider, with reference to your large and onerous duties in the school, that these 40 boys are more than you can stand to *in loco parentis*?—I have, as a rule, only seven boys in my house. My relation to the other boys is the same as that of any large house master to his pupils.

1214. To them your relation is merely official; it is their studies you look to?—That is all I feel myself bound to do; though personal influence variously exercised must be connected with this.

1215. It is the school boy, not the individual boy?—Yes; not a member of my family.

1216. (*Lord Lyttelton.*) You draw a distinction between the boys in your own house, and the boys to whom you are private tutor only?—I make a distinction by considering my obligations to the one much greater than to the other.

1217. Is it a difference in degree only?—It is practically that I see the boys in my house every

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evening, and in every relation. My intercourse with boys out of my house is necessarily more limited.

1217. Do you consider yourself bound to report to the parents of the boys out of your house as to their general character?—Undoubtedly.

1218. Not only as to school progress, but as to general character?—Most certainly.

1219. (*Lord Clarendon.*) Do those reports of yours go into the monthly reports?—Yes.

1220. You would furnish them to the head of the house in which your private pupils are boarders?—Yes.

1221. (*Lord Devon.*) Have you ever had a monitor in your house?—No, I have not.

1222. It has been stated to us, very probably on good grounds, that benefits result to boys from being placed in that position of responsibility in which they are when at the head of a house, charged with maintaining discipline and repressing disorder. Does it occur to you that that advantage would be lost to boys in small houses. In cases where monitors are in small houses are they in a similar position to that which they would occupy in large houses?—Their position would scarcely ever be similar from the numbers under their control.

1223. You have no personal experience?—No.

1224. (*Sir S. Northcote.*) How does it happen that you have never had a monitor. Have your boys left before they got to that age?—I have only a few, and scarcely any have stayed to that age. Several have gone from my house to large houses, just before they become monitors.

1225. Do you suppose that the boys who come to the small houses are boys who for any reason generally would leave earlier than other boys?—It is difficult to answer that question, because the whole number of my house pupils has not been more than 30 or 40; some of them have gone into the army, and others to private tutors.

1226. You cannot say that there is any general law?—I cannot; and I foresee that some of my present pupils will speedily be monitors.

1227. Have you ever had a boy in the eleven at cricket?—Yes.

1228. (*Mr. Vaughan.*) Do all those circumstances which you have just mentioned, those peculiarities incidental to being in a small boarding house, tend at all to form a different character in a small boarding house boy from that which is formed in a large boarding house boy?—From what I can see in the pupil-room, they make no difference in that vigour and independence of character which is supposed to spring from the public school system. At the same time it is obvious, that small houses extend the advantages of a public school education to many boys who from delicacy of organization, physical or intellectual, would not otherwise have enjoyed them.

1229. With the constant conversation with the master, and the being so much in a kind of home, or as you express it, a family, do you think that that does not tend to make a different character from that which a boy acquires who is altogether in a large house of 40 boys, not seeing so much of the master?—I should expect it would do so; but I do not feel that I should be justified in laying down any broad difference. It would, however, be strange if a small house boy were not more interested in and better informed upon general topics than one living almost entirely with boys.

1230. Does it strike you that there must be a tendency in the system to produce that?—I should assume it could not be otherwise, but I should not feel justified in saying more.

1231. Supposing it happened that a vicious boy was in a small boarding house where there were only seven or eight other boys, would not his example be very much more powerful and unchecked in a house of that description than in a large boarding house?—Supposing detection were not almost infallible, certainly; but at the same time my experience leads me to think that it is impossible that detection should not speedily follow.

1232. Do you think that your acquaintance with the boys in a small boarding house is such that you would necessarily discover any evil tendencies which made a boy vicious?—I should certainly expect so; and, as far as my experience goes, it bears me out in that expectation. I should think that the influence, either for good or for evil, of a boy of strong character would be much greater in a small house than in a large house; at the same time detection in the case of evil would be much more certain in a small house.

1233. (*Lord Clarendon.*) I think you said that the number of small houses was not limited?—It has increased steadily, I think, since I have been at Harrow. I am not aware that there is any limit.

1234. And it entirely depends on the master whom he shall appoint?—Entirely, I think; in fact, the boarding house is a part of the assistant master's salary for the school work, and is reckoned as such.

1235. Is not the remuneration of the master of the small boarding houses rather precarious?—It is very precarious.

1236. At present their income is dependent on the will of the Head Master. By increasing the number of small boarding houses he could diminish their income. I suppose it must be an object to them that the number of the houses should be limited?—We are all conscious that our whole position depends on the Head Master. We have no *statis* of any kind in the school.

1237. As masters of small boarding houses?—All the assistant masters are in a similar position, but our position is obviously the most unstable.

1238. I see in Table E that you have some sort of superintendence over, or give some instruction in the English form?—Yes, one lesson on Sunday, having no Sunday work myself.

1239. Is it the Gospel of the day?—It is left entirely to my own discretion; it has been lately the Gospel of the day.

1240. It is left in your discretion as to the manner in which you will give religious instruction to the form?—Yes. I have never received any specific directions.

1241. Is your connexion with the English form simply the scriptural instruction of that form?—Yes, or rather the Scriptural instruction on Sunday of the upper division of the form.

1242. But the form altogether is not above 20?—I do not know what is the number of boys in the whole form; my division is not above seven or eight on the Sunday.

1243. What Scriptural instruction on Sunday does the other division get?—The regular master of the form gives them a lesson similar to that which I give.

1244. He is apart from the school staff?—Yes; he is not reckoned on the school staff.

1245. Are you the only regular Harrow master who gives instruction of any sort to the English form?—I am the only one, as far as I know. I simply undertook to do so for Dr. Vaughan, who felt an interest in the school. This was not a specified part of my work at all.

1246. In short, it is scarcely in any way connected with the Harrow school. It is a sort of,—I will not say charity,—and yet it is a sort of eleemosynary establishment founded by the master of Harrow, in fact?—It has certainly no practical connexion with the great school; but Dr. Vaughan, as I understood from him, distinctly contemplated the removal of any promising boy, if it might seem desirable, from the English form to the great school.

1247. It really has nothing to do with the school at Harrow, and receives very little inspection?—I cannot speak positively, but, as far as I know, very little.

1248. It is nobody's business, and nobody is interested in it?—I am not aware of anybody, except the Head Master and myself, who is officially in-

terested in it. I think the modern language master has examined in French, but I do not think that any master feels himself bound to take any part in the working of the school.

1249. Do you know how far that applies to the Head Master?—I cannot speak of Mr. Butler's relation to it. Dr. Vaughan examined and inspected it.

1250. He established it?—Yes, and therefore he took considerable interest in it; but I can speak of nothing positively since then.

1251. It is for the children of the inhabitants of the village and neighbourhood of Harrow?—Yes; some come from some little distance, even so far as Pinner, but still it is confined to Harrow and the neighbourhood.

1252. Do you know what the feeling of the parents is about the school; are they satisfied with the attention the children get?—I am not sure that I have sufficient information to enable me to speak; I can only judge from the fact that they all gladly send their children to it, and there was another school at Harrow before, which I think has disappeared.

1253. What is the number in the English form?—My impression is that it varies from 20 to 30. The boys are chiefly children of tradesmen.

1254. Are they children of residents at Harrow?—At Harrow or in the neighbourhood.

1255. (*Lord Devon.*) The whole of those would be qualified to come to Harrow school proper if they chose, on the foundation of Mr. Lyon?—I am not able to say certainly.

1256. Do you think that it would amount to a positive certainty?—I imagine the majority would be qualified to come on the Lyon foundation.

1257. (*Sir S. Northcote.*) Have you reason to think that there is much use of cribs, or of old copies, or much copying each other's verses, or helping each other in composition by the boys?—I must speak relatively; such practices will always occur, there is no doubt, but I think in a very short time detection follows. Composition done out of school is checked by composition done in school, so that a boy's average power is fairly ascertained, and any great variation from this excites suspicion.

1258. You cannot tell whether the practice increases or diminishes?—The use of translations has certainly diminished, because for a time it was tacitly admitted, and lately it has been very rigorously put down.

1259. (*Mr. Vaughan.*) In what way do you mean it was tacitly admitted?—If, for instance, a tutor went into a boy's room and found a translation, it was not confiscated; that was in Dr. Vaughan's time, and for some time afterwards.

1260. (*Sir S. Northcote.*) Have the boys the opportunity of copying each other's verses. Does one division have the same subject set, and do they show up to different masters?—Yes.

1261. Are any precautions taken against copying?—All the copies are afterwards given to the master in form, who, I think, would invariably detect copying.

1262. They are all shown to one and the same master?—I was not strictly accurate, because two forms commonly have the same exercise. Then I think the master judges from the character of a boy; if he finds an exercise considerably better than usual, he takes care to communicate with the master of the other form, to see whether it has been copied from an exercise shown up to him.

1263. (*Mr. Vaughan.*) Is there any arrangement by the masters with regard to setting subjects in original composition or in translations, for the purpose of avoiding the possibility of the use of old copies. Do they keep that in their mind at all in the subjects which they set?—I believe that a record is kept of every exercise set.

1264. As to the recurrence of subjects and the recurrence of passages?—I have known exercises recur at long intervals.

1265. Do you not suppose that they so far recur that there is some danger of the sort?—I cannot remember any evil arising from this occurrence. If the evil arose, it would easily be detected and obviated.

1266. (*Lord Lyttelton.*) With reference to the upper part of the school, does it appear to you that with regard to their proficiency in composition, both Greek, Latin, and English, the proportion of original composition and of translation is about right; do you think that neither of them unduly preponderates over the other at all?—I think not. I should not be prepared to suggest the removal of one or other form of composition.

The witness withdrew.

J. F. MARILLIER, Esq., and The Rev. R. MIDDLEMIST, M.A., examined.

1267. (*Lord Clarendon.*) I believe you are mathematical masters at Harrow?—(*Mr. Middlemist.*) We are.

1268. How long have you been so?

(*Mr. Marillier.*) I am in my 44th year.

(*Mr. Middlemist.*) I have been there 17 years.

1269. (*To Mr. Marillier.*) I believe you originally went as writing master?—No; my first appointment was a private one, under the late Dean of Peterborough, as mathematical master solely. During the first seven years the old writing master was still alive. Dr. Butler wished him to retire, or take an assistant, neither of which he was willing to do, and therefore Dr. Butler introduced me solely as a mathematical master.

1270. Did you give instruction in writing?—Not for the first seven years.

1271. But afterwards?—Afterwards I was appointed by the Governors as the writing master of the free boys; under that designation. It was only as writing master to the free boys that I held the appointment.

1272. There has been a considerable change, has there not, in the system of mathematics taught since you have been at Harrow?—Yes. If your Lordship would allow me, I would read half a dozen lines which would take in the entire thing, and perhaps that will be the shortest way:—"In 1819, the late "Dean of Peterborough, seeing the want of more "mathematics in the school, the sixth form alone "reading Euclid once a week with him, and the "remainder of the boys being left to take private "mathematical lessons of my predecessor, who was "then very aged, invited me to undertake the pri"vate mathematical instruction of such pupils as "should desire it; and I accepted the appointment."

1273. The other boys were to take private lessons; was that compulsory on the boy?—Entirely voluntary. Perhaps I may add that Mr. Sotheron Estcourt was my first pupil. "And for seven years things "continued in that form, after which, on the decease "of the former writing master to the free boys, the "Governors of the school gave me the vacant post to "be held with my private tuition. These engage"ments were continued until Midsummer 1837, when "my private tuition was rescinded, and Mr. Colenso, "now the Bishop of Natal, being appointed joint "mathematical master, the whole school was arranged "for mathematical classes. On Mr. Colenso's retire"ment in 1841, Mr. J. P. Birkett replaced him until "July 1844. The numbers in the school being then "very small, Mr. Birkett returned to Cambridge, and "I was alone in the school work until July 1845, "when the Rev. Mr. Middlemist was appointed to the "department." I should like to say, as Mr. Middlemist was a superior mathematician to myself in every

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way, and a younger man, I was very glad to succumb to Mr. Middlemist, who has, I am sure, been a very kind friend ever since, and given me a great deal of assistance.

1274. That was in 1845?—Yes.

1275. Was that the first time that the study of mathematics became compulsory in the school?—No, in 1837, when Mr. Colenso came in, it was obligatory. The whole school was made mathematical; the same as it is now exactly.

1276. (*To Mr. Middlemist.*) In what manner is the tuition in mathematics divided between yourself and Mr. Marillier?—There are four mathematical masters now.

1277. But you and Mr. Marillier are the principal ones, are you not, or are they all equal?—We are equal, except that we take seniority according to the number of years standing. The sixth form is divided amongst three mathematical masters, who take them in six divisions, two each, three times a week.

1278. That is about ten pupils each?—Yes, in each division. The fifth form we divide into eight divisions. All the four mathematical masters join in taking these at second school, after breakfast, three times a week, an hour each division. Then the lower part of the school we also divide in various ways; Mr. Marillier and Mr. Hayward taking the lower part of the school.

1279. You yourself taking the upper sixth?—Yes. Mr. Watson, Mr. Hayward, and myself take the two sixth forms.

1280. What branches of mathematics are taught in the sixth form?—They are very varied. Boys get into the sixth form principally by their acquirements in classics; therefore in the sixth form we have boys of all degrees of ability as well as standing, and we are obliged to classify them in the best way we can, and we have them therefore varying in arithmetic, Euclid, algebra; some of them reading rather high in algebra. We have a considerable number in trigonometry, and a small number in conic sections and mechanics, and in private tuition we have some in the differential calculus. It is mostly in the second year subjects at Cambridge that we profess to teach in the sixth form.

1281. The classification which you speak of, and which you create in the sixth form, has reference only to mathematical proficiency?—Yes; we can scarcely say that they are classified according to the proficiency in mathematics. I do not profess, for instance, to take the boys of the highest standing in mathematics, nor does any other master do that, but we arrange them as they have passed through the school to each master; he generally keeps his own boys throughout the school, and when they get into the sixth form, whatever advancement they may have made, they still remain under the same mathematical master; they are not classified according to attainments in mathematics.

1282. The sixth form boys are divided by chance among the three masters?—No; they generally remain with the same master as they were under in the fifth form.

1283. Is not there a distinct classification for the sixth form?—No, not according to attainments.

1284. How is the classification of the sixth form made; you say that the sixth form for the purpose of division amongst the three masters is classified?—I should say distributed. They are simply divisions in order to get a convenient number to teach. Each master divides them between the two hours as he finds most convenient. We could not make that classification, because they are not all with us in mathematics at the same time; one portion of them must be with Mr. Westcott or Mr. Butler, or Mr. Harris, to to do composition, and we are obliged, therefore, take them according to numbers not proficiency.

1285. You may have then at the same time in your division, a boy in arithmetic, and a boy doing conic sections?—Yes, quite so. We have never attempted to classify them in the sixth form, because we find that the attainments are so varied that it would be impossible to do it with any effect. When I have had a sufficient number of boys of equal attainment in mathematics in the upper division I have had them in one class, but it is a matter of great difficulty to get the number to last more than one quarter, and therefore, under those circumstances, we are obliged to teach them individually. In the fifth form, we have a classification throughout according to attainment, but it is not possible in the sixth form, because of the variety of attainment.

1286. Do you think that the study of mathematics is on the whole popular with boys. When I say popular, I mean that they consider it sufficiently part of the curriculum, and to be sufficiently rewarded, as to have a personal interest in this study?—Yes; I can best judge from the way that they do their work, which, I suppose, is the best test of it. I find at least nine tenths of the boys under me in school do, I should say, three fourths or five sixths of the work I set to them and do it well; that, of course, I set according to the ability that I fancy the boy can show.

1287. How many hours a week does the sixth form devote to mathematics?—They have three hours of actual work in the school three afternoons; each division has one hour every afternoon of what we call the whole school days, and they ought to bring up an hour's preparation of work to be looked over in school, besides the work they actually do in the presence of the master.

1288. So that it ought to be six hours a week?—Yes; this preparatory work may be done at any time between the intervals of the school.

1289. Is that supposed to be done or should you expect it to be done with the assistance of the private tutor?—No; it is an understanding that the private tutor should not assist in that; he may give hints, that is he may instruct a boy on the particular subject, but not to do those particular examples that he would bring up to school.

1290. Is it within your knowledge that the private tutors do assist the boys, I do not mean improperly assist them, but that they do encourage them in their studies, and take part in it with them?—In most cases, in mathematics they do not do so or very seldom, because there are not many classical tutors, who could in the more advanced part of the school give assistance to them. The assistance they are most likely to get would be from the mathematical private tutor; that has been done occasionally.

1291. Are there mathematical private tutors?—Yes, there are two of the present mathematical masters who take private pupils in mathematics besides the school work, and in reading their private work with the tutor it may have happened, and I dare say sometimes has happened, that they have derived assistance in their work out of school from their mathematical tutor.

1292. Are there many private mathematical pupils?—I can scarcely say at the present time. For some years I have given up private mathematical tuition myself. When two additional younger men than myself came to the school I gave it up, because it would be an advantage to them to derive that profit from the school. I can only speak of the earlier times; I used to have 40 private pupils.

1293. Every boy at Harrow has a private tutor?—Yes, in classics.

1294. And that private tutor is considered to promote, as far as he can, the general welfare of the boys in the school?—Yes.

1295. But it is not within your knowledge that the boy never gets much assistance, and perhaps not much encouragement either from his private tutor?—Encouragement he certainly gets. There are two or three tutors, also mathematical men, who assist their pupils in their preparation for school. I should say, as a general rule, it is not done by the tutors.

1296. Would you communicate with the private tutor of a boy respecting his progress and proficiency?—Yes.

1297. Is that your custom?—Yes.

1298. With respect to every boy?—Yes; I send a monthly report regularly without fail to the private tutor, to be copied by him and sent to the parent.

1299. If you found the boy deficient and idle, or had anything to complain of in him, you would communicate with the private tutor rather than with the master of the class to which that boy belonged?—Yes, the master of the form, as we call it, would have nothing to do with that question; that would be entirely a matter between the mathematical master and the tutor of the boy in the first place, and secondly, of course, with the Head Master. It would be the duty of the tutor in the first place to give all assistance and encouragement in his discipline with the boy, and failing that of course the reference would be to the Head Master.

1300. (*To Mr. Marillier.*) Would you pursue the same system with respect to the boys that are under you?—Entirely; I have all the monthly reports to intercommunicate with the tutor exactly the same.

1301. (*To Mr. Middlemist.*) So that it is the same system in the upper and under parts of the school?—Yes, it is quite the same; the tutors would be the persons first referred to.

1302. Would you consider that there is sufficient time allotted to mathematics to secure a fair proficiency in them?—That is rather a difficult question for me to answer; it depends entirely on the object of the education. In a public school like Harrow I consider that the time allotted to mathematics is really very fair in proportion to the other studies, because the term classics includes a great variety of subjects besides the mere tuition in Latin and Greek, and as the mathematical work only comprises the teaching of those subjects which I have mentioned, I think that the proportion of time is not unfair.

1303. Looking at mathematics as a training for the mind, as Greek and Latin are, would you then say that sufficient time is given to it?—The classical and mathematical masters are continually discussing the question.

(*Mr. Marillier.*) They are always antagonistic as to that. They give us one-fourth I think.

(*Mr. Middlemist.*) Yes, we have one-fourth of the number of marks given to classes in the trial. We have one-fifth and classics have four-fifths of the whole marks. That has been so since I have been there, and I have never expressed any discontent about it.

1304. (*To Mr. Middlemist.*) Should you say that the public opinion in the school is becoming more favourable to the study of mathematics than it was?—Certainly.

1305. The boys are glad to see it constituted a part of the regular curriculum?—Yes, certainly. When I first came there was none of what I have described as out of school work at all. We had on an average about two hours a week in most of the forms, and with a little arrangement that was extended to three. I think none of the boys were reading beyond arithmetic, and a little algebra and Euclid. By the help of extra time and a great deal of energy, as well as by introducing this out of school work, which nearly doubled the time, we have been able to introduce and to keep up a very considerable degree of attainment in those extra subjects, but of course the time is very short to do anything with such subjects as those. We cannot for instance profess to compete with such a place as King's College. Men are allowed there to divide into different departments and to make mathematics or anything else special. We never can profess with three hours a week to make any very great proficiency in the higher subjects of mathematics. We have no system by which the boys may if they please, or as they are advised, leave off one subject and more especially pursue another. We have no such means at Harrow.

1306. I understood that if a boy showed any particular aptitude for mathematics, we will say, and more particularly if he was intended for any profession in which mathematics were required, he would be allowed to leave off a portion of his Greek and to devote himself to the special study?—That is done to some slight extent, to the extent possibly of two hours a week; a boy is excused one or two exercises which would leave him perhaps two or three hours a week more to devote to mathematics, but I imagine that the great means of gaining proficiency in mathematics would be by extra private tuition. A boy may do a great deal in that way if he has any special object in view.

1307. Has this allowing a boy more time to devote himself to mathematics been on the whole attended with a good result to him?—I have not formed a very decided opinion of it, because it has not been done to any very great extent. It has not been thoroughly and fairly tried.

1308. Do you think it has been sometimes made an excuse for idleness?—Yes.

1309. The mathematical masters are in constant and periodical communication with the Head Master, are they not?—Yes.

1310. Is any improvement or change in the study of mathematics under consideration or contemplated at this moment?—I am not aware of any.

1311. (*Lord Devon.*) You have, I think, three prizes, one for mathematics, one for the Neeld medal, and another for arithmetic?—Yes.

1312. Who conducts the examination for those prizes?—For some years after their institution they were conducted by the mathematical masters, but of late years they have been conducted by an examiner. When Mr. Neeld founded the medal he left also a small sum to pay an examiner. So that for the last few years we have had a Cambridge man selected by the Head Master as the examiner, and he either comes himself or he sends the papers and looks over them.

1313. What number of competitors are there for the Neeld medal?—I have never known less than 12, I think, and it has been as many as 40 or 50, that is, not for the Neeld medal only, but for all the prizes at the same time.

1314. The examinations for the different prizes, I suppose, take place in the different branches of mathematical instruction. The Neeld medal is for the highest proficiency?—The Neeld is given to the boy who gets the greatest number of marks in all the subjects. The second prize of five guineas is given to the boy next to him. Two other prizes of two guineas and a half each are given to the boys who get the highest marks in arithmetic and Euclid respectively. Any boy may go in for all the prizes or for one only.

1315. (*Mr. Marillier.*) I think it is generally arranged that they go in for the general prize, and special for the other two.

1316. (*To Mr. Middlemist.*) I think both Mr. Marillier and yourself receive boarders?—I do.

(*Mr. Marillier.*) I do not.

1317. (*To Mr. Middlemist.*) How many have you?—I have 35.

1318. As regards private tuition for classical purposes, where do they go?—They go to four of the classical tutors who have not large houses, the same as the boarders in Mr. Butler's house.

1319. I see you conclude your written answer with a suggestion as to the propriety of limiting the number of boys on the foundation; do you attach much importance to that: do you consider it beneficial to the school?—I have always thought it an unfair thing that rich men should come and live at Harrow, men who could very well afford to pay for the education of their boys, and ask the masters who are not paid by the foundation at all, to teach their boys gratis, because it is tantamount to those who do pay paying the masters for the education of others who do not pay. I simply make that suggestion; I have not inquired into the question.

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1320. (*Lord Lyttelton.*) Boys intended for Cambridge almost always go direct from Harrow to Cambridge?—Generally

1321. They have no difficulty in passing their preliminary examination at Oxford?—No. Their examination at Trinity, which is the most strict at Cambridge, would be passed by a boy if he had a month or two before read up the subjects with a little care.

1322. With regard to a boarder, there is some difference, I apprehend, in the relation between you and your boarders, and what there would be if you were a classical master?—Yes.

1323. You do not call yourself the private tutor of those boys?—No.

1324. But you are responsible, of course, for the general good behaviour and order of your house?—Yes, and for the good behaviour of the boys in my house generally. Private tutors always refer to me in any case, just as I would do as mathematical master to a private tutor. They would refer to me in the first place if they had any difficulty with the boys in my house, and then their reference would be after that to the Head Master.

1325. Do you make regular reports home about the character of the boys in your house to the parents?—Yes, official reports once a month, and then I write privately besides when necessary.

1326. What particulars do you go into in those reports with regard to the boys who board at your house?—I send home the report of all the boys in my house.

1327. What do you state yourself concerning the boys in your house? do you make any report of your own?—Yes, I make what we term the house report.

1328. What is that?—That is as to how the boys conduct themselves while they are in the house, and anything that falls under my observation, as to whether they are going on satisfactorily. If I have anything particular to communicate, I do not send it home in that form; I write a note.

1329. Are the parents in the habit of speaking to you and writing to you often about their boys?—Yes, very often.

1330. As much as they do to their classical private tutor?—They never write to the classical private tutor unless it is about anything specially connected with their studies. In all other cases I am always referred to.

1331. They look to you, in fact, much more than to anyone else, as the friend of their boy?—Yes, wholly in that respect.

1332. Are you in the habit of having familiar intercourse with the boys in your house?—Yes.

1333. They come to you in any difficulty?—Yes.

1334. Are you always present at their meals?—Yes, and I see them continually from time to time, in the evening, when they are indoors.

1335. You are the only mathematical master who has ever had boarders?—Mr. Colenso had, he had a large house, and two of the other mathematical masters have a few boarders.

1336. Then we may take it in the same way with regard to all of them; they are all in the same position with regard to the boys that you are?—Yes; I have had a house 16 years.

1337. (*Sir S. Northcote.*) How many boys are there in your house?—Thirty-five; sometimes I have one or two more, sometimes less.

1338. How many sleep in a room?—They vary; I have got five or six single rooms. The upper boys have single rooms, and the others are two or three in a room. I have one with four in it.

1339. Are the rooms pretty well ventilated?—Yes.

1340. Is yours a new house or an old one?—I built it myself, but part of it was a very old house.

1341. Do you think that boys who get private tuition in mathematics, do so for the purpose of cramming for school examinations, or for the purpose of really prosecuting their studies to something beyond what they would have time for in school?—I think the latter is the motive generally prevailing. It frequently happens that a boy has a particular object in view, as when he has to go up to matriculate, and then it is desirable that he should read up the mathematics necessary for that examination; so if a boy was going up to Woolwich or any other examination, he would prepare specially for that particular object; that he can do in private reading, though he cannot do it very well in a public school room.

1342. Have many boys gone up for the Woolwich examinations?—A few have gone up, we have not had many.

1343. Have they generally been successful?—We have had two or three successful; very few boys attempt that examination, we have not had many.

1344. Have you not had boys who have left for a few months or perhaps a year, in order to prepare for the Woolwich examinations?—Yes; we have had several.

1345. Have those boys before they left done anything in the way of extra private mathematical reading?—Yes; sometimes they have.

1346. Are there any cases of boys who have done it from a very early period of their going to school, or quite at the end?—It varies very much. I have had them almost from the first day they have come to the last, others only towards the very end.

1347. Have those been boys generally speaking who have done well in classics, or has it interfered with their classical studies?—I have had many boys who have done the best in classics, as well as in the mathematics. I must mention one motive which has just occurred to me, that many classical boys have acted from, and that is, they find they lose a great deal in the examinations by not getting mathematical marks; a boy sometimes has gained a scholarship by getting a large number of marks in mathematics.

1348. A scholarship in the school?—Yes, in fact it was so the last time. A boy gained a scholarship through his success with mathematical marks over another boy who was higher in classics; that has sometimes occurred, and it is a great spur to boys to prosecute the study of mathematics. These are isolated motives. I should think the general motive is a better one; a desire merely to become proficient in the study.

1349. Speaking generally, can you say whether the success of the Harrow men at Cambridge in mathematics is greater now than it was before mathematical teaching was introduced?—Certainly.

1350. Markedly so?—I should think so. I think certainly during the last few years they have made great progress, and done very well.

1351. (*Mr. Vaughan to Mr. Middlemist.*) Is the weight which is given to mathematics such as to make time spent in gaining his full amount of marks in mathematical work worth as much to a boy as the time spent in gaining the same amount of marks in classical work?—No, I should not say that; a boy knows very well that he would gain much more by devoting his undivided time to classics than to mathematics. A boy giving the greater portion of his time to mathematics could not be so successful in the school by any means; at the same time a boy can devote a great portion of his time to classics, and yet devote a great portion of his spare time as a change to mathematics, so as to add very much to his gain by classics.

1352. There is no provision or rule of the school which makes a certain quantity of marks in mathematics absolutely essential to the promotion?—No.

1353. Can a boy gain his promotion from one form into another by increasing very much the marks in his classical work, so as to dispense with any marking at all in any mathematical work?—I think that would be quite possible. He might rise from the bottom of the school to the top, but he must excel very much in classics to do that.

1354. That is putting an extreme case?—Yes.

1355. He must gain a certain quantity of marks, and it is not the law of the school that any certain number of them must be in mathematics?—No; but I think I ought to say on the other hand that a boy might gain his place entirely by mathematical proficiency in the examination, because the marks are added together in the proportion I have mentioned, one-fifth and four-fifths, and he might gain his removal from one form to another without doing much in classical marks.

1356. Has that ever happened?—I hear from the complaints of the classical masters sometimes that such a boy is not fit for the form, because he has got up by mathematics.

1357. That is so, is it? (*Mr. Marillier.*)—It has occurred that a boy has got a scholarship solely from mathematics; the classical examiners have added in the mathematical marks which gave the balance.

1358. But still mathematics have such weight that you know it to be a matter of complaint among the classical masters that the teaching of their form is made more difficult by mathematical pupils coming in who are not fit for the instruction in fact?—Yes, that is certainly so to some extent. Of course the head boys are not so; but a few boys are almost every time admitted, more for their mathematical attainments than for their classical attainments.

1359. With regard therefore to the classical forms, in order to do moderate justice to mathematics, the mathematics necessarily act a little as an impediment to the classical teaching under the present arrangement of the school. You cannot do anything approaching justice to mathematical attainments under the present organization of the school, without in some degree interfering with and also embarrassing the classical instruction?—No, it certainly could not be greatly extended beyond what it is now, without very materially interfering with it. Even now it does to some extent disorder the arrangement.

1360. Would it not be a consequence of that, that supposing any organization could be devised for classifying the school in forms which would not make such an arrangement as this necessary, it would be so far to the advantage of classics and mathematics. If, for instance, there were separate classical and mathematical forms, with separate promotion into each?—That would necessitate a separate independent examination in each subject; that we have often discussed, and have thought it would act badly on both sides.

1361. But suppose an arrangement by which the school forms should be something distinct, both from the classical forms and from the mathematical forms?—I do not quite see how you would arrange the school form, would it be by the aggregate of marks?

1362. If the aggregate of mathematical and classical marks qualified a boy for each school form, such school form being independent of the classical form, would not such an arrangement remove those difficulties which you have mentioned?—To some extent that is done now—to almost as great an extent as we can possibly do it. The whole of the sixth form is left perfectly free to the mathematical masters to arrange as they please. In our examinations we have a printed paper giving the boys placed by the aggregate of all the marks, then the order in the classical examination is given, and then in mathematics and modern languages, so that any boy sees exactly what he has done, and is credited for each subject.

1363. But still the marking of mathematics is always dependent upon the marking of the classics, is it not?—Not the relative marking.

1364. But the standard of marks?—Yes, that does not at all interfere with the order in which they appear relatively to one another, the succession from one form to another is, as I say, dependent on both, and that is the only difficulty we see.

1365. (*Lord Lyttelton.*) Any boy systematically neglecting his mathematical studies is liable to constant punishment, is he not?—Yes.

1366. Just the same as in classics?—Yes; indeed I am not quite sure that there is not more difficulty in escaping it than in the other case, because they have a definite work to do, more definite than a classical work, and it is more easily exacted.

1367. Is there any general interest felt in the school in the competition for the mathematical prizes?—Yes, very considerable. There is one feeling that very often acts against a great number going in; a younger boy thinks it would be rather setting himself forward to attempt to compete for the Neeld medal. He knows that only a few boys have the least chance of it, and he thinks it would be rather impertinent of him to go in; but for that a great number would like to go in. We very often encourage them to try to get it, but it is very difficult to do so; therefore it was that I thought small prizes being examined for at the same time, might induce many to go in for them, and thereby distribute the interest throughout the school.

1368. Is the successful candidate looked upon as having achieved considerable success in the school?—Yes, it is considered to be one of the highest; I think it is as much prized as any other in the school.

1369. (*Sir S. Northcote.*) Has the Neeld medal ever been taken by a boy low down in the school?—No, I think always in the sixth form. It is perfectly possible that a boy low down might gain it.

1370. Have any of the other prizes been taken by boys in the lower part of the school?—Yes, I know that the arithmetical and Euclid prizes have been gained several times by boys low down in the school, in the fifth form, and shell.

1371. Having beaten boys much higher than themselves?—Yes.

1372. (*Lord Devon.*) Are you and your colleagues on the same footing with regard to imposing tasks, as the classical masters?—Yes, each master is complete in his own department. Of course, with reference to the Head Master there is the appeal to him.

1373. (*Lord Lyttelton.*) Out of school your position is the same as the other masters?—Precisely.

1374. (*Sir S. Northcote.*) What kind of impositions do you set, the same as the other masters?—What I generally set is, enforcing the lesson; that is, making them go on till they do the lesson.

1375. You do not give them tasks to write out?—I do for misconduct; if a boy is late in the morning, I set him 50 or 100 lines, or whatever it may be, to write out.

(*Mr. Marillier.*) I frequently give them portions of Euclid to write out.

(*Mr. Middlemist.*) The great fault one has to find, is that they do not know their lessons, and that is always punished by their having to bring them up till they do know them.

1376. That imposes a greater task upon the master?—Yes.

1377. (*Lord Clarendon to Mr. Middlemist.*) Have you anything to suggest to the Commission that you think we ought to know, which would promote the study of mathematics?—It does not occur to me that there is anything very important which I could suggest.

The witnesses withdrew.

HARROW.

Rev. H. W. Watson.

14 June 1862.

The Rev. H. W. WATSON, M.A., examined.

1378. (*Lord Clarendon.*) I believe you are a mathematical master at Harrow?—I am.

1379. How long have you been so?—A little more than five years. I went there at the end of 1856.

1380. What part of the school do you take?—I share the whole school with the other mathematical masters. There are three other mathematical masters,—Mr. Middlemist, Mr. Hayward, and Mr. Marillier; and we take the whole school between us.

1381. Your instructions are not confined to the sixth form?—No, we take the whole of the school between us.

1382. I believe you have private pupils, have you not?—Yes.

1383. How many have you?—I have at present 17. Mr. Hayward also has private pupils, and has, I believe, the same number.

1384. Do you prepare your pupils?—Not necessarily for school work, but for any special work they want to prepare. There are many boys who find that the time given to mathematics in the school is not quite so much as they wish to give to them; they wish to make special progress in mathematics, and therefore they come for private tuition. In some cases it is, of course, to assist them in getting on in school, but in most cases it is for other purposes, probably because they want to go to Cambridge, and wish to do well in mathematics there, or to the army, and they wish to prepare for the entrance examination.

1385. Do you consider that your private pupils would be prepared for Woolwich examinations, for instance?—We have had no case of a boy going from us directly to Woolwich, and this is to be regretted. There is one boy now preparing for Woolwich from Harrow, without intending to go to what is called "a crammer;" in the meantime he is a private pupil of my colleague Mr. Hayward. I do not know how he may succeed, but this is the only case we have ever had of the kind, because the Woolwich examination is rather high in mathematics, and preparation for it requires more time than boys can give to it at school.

1386. (*Lord Lyttelton.*) Is he a very clever boy?—He is a very industrious boy.

1387. (*Lord Clarendon.*) Has he been excused any part of the school work?—He has been excused some portion of his compositions. To obtain this exemption there must be satisfactory evidence given that the boys will work steadily in their mathematics.

1388. (*Lord Lyttelton.*) Is it prose composition with Greek and Latin, or all Greek composition?—I think one exercise a week, but not always the same.

1389. (*Lord Clarendon.*) Do you consider that under the present system, and with the time that is now allowed for mathematics, a fair proficiency is made by a boy who is, we will say, the average time, three years and a half, at Harrow?—I think quite as fair as you can expect, compared with the classical proficiency. Of course it is not so great as it is at many schools, where mathematics occupy a larger portion of the time. There are many schools with which we cannot compete in mathematics; many schools profess to give as much mathematical as classical education to a boy, and the boys from these schools of course go up to Cambridge or elsewhere very much better prepared than from Harrow, but I think we give a very fair preparation indeed; I think the classical work would suffer, and perhaps unduly suffer, if more time were given to mathematics.

1390. Considering that a classical education is the basis of the education given at Harrow, you do not think, with reference to the general advantage of the school, that any more time should be given to mathematics?—I think not, certainly. The only case that would be worthy of consideration would be that of certain boys who happen to have a much greater aptitude for mathematics than for classics, it is possible their case might be met to a certain extent more than it is capable of being met at present. But there are many great difficulties in the way.

1391. If you were to discover in a boy any remarkable aptitude for mathematics, both great facility for acquiring, and a great desire to advance in mathematics, should you consider yourself justified or called upon to bring his case before the Head Master, and to request that more time might be allowed to him?—I think I should, certainly, and such a request would be attended to; the only thing would be that it possibly might not be attended to unless at the same time there was a certain want of aptitude for classics. I think if a boy was doing very well in his classical studies, the feeling would be that it was better not to interfere with him. If there was a great disparity between the boy's mathematical and classical powers attention would be paid to his case. The great evil to guard against is the thing being made an excuse, and its also of course unhinging the general working of the school.

1392. In your position both as mathematical master and private tutor, I suppose you watch anxiously for any great proficiency in mathematics, in order to bring it forward by all the means that would be at your command?—No doubt. But there are greater fluctuations; some two or three years ago I think there was a very much greater desire for mathematics in the school than at present. Judging from my private pupils, I should think there were almost 20 pupils more reading mathematics two or three years ago, than at present, in the school.

1393. Do you think the taste for mathematics has fallen off?—It is a fashion more than anything else; the fashion for taking them up has abated. It may or may not be temporary, I cannot say; I have not been at the school long enough to see whether it goes through a phase of that kind, and revives again, but at present it is in a very depressed state.

1394. Mathematics are compulsory on the whole school, are they not?—I do not mean that the compulsory portion has gone off at all; I mean the voluntary portion, which is indicated by private tuition.

1395. The falling off of private pupils would indicate a less desire to advance in mathematics?—Yes, that is the test I was applying just now. I do not see that the school work diminishes at all. These things are very much regulated by fashion in a large school.

1396. The compulsory part, as far as you are able to judge, has not become unpopular?—No. It is not more unpopular than all compulsory lessons are.

1397. Those who gain the prizes for the Neeld's medal, for instance, are considered to do credit to the school?—Yes.

1398. As having done well?—Yes. I do not think there is any falling off in the proficiency the highest boys obtain.

1399. Or in the credit they enjoy among their school fellows for devoting themselves to that branch of study?—I think not.

1400. The study of mathematics has increased upon the whole, has it not, since you have been there?—For the first one or two years it seemed to me as if it was increasing, but for the last two or three years it has seemed to be stationary. It does not seem to have advanced at all; I do not think I can see any difference. It does not fall off, at the same time it does not get on.

1401. Do you think that mathematics are sufficiently studied, and that a sufficient advance is made in the higher branches of it, to be a training for the mind?—I should think it was in very rare cases that there was any such training given by them at Harrow. We rather prepare for the training they might be to the mind when more undivided time can be given to them hereafter. I am not speaking of individual cases, as I understand you are asking me a general question.

1402. (*Lord Lyttelton.*) Do any of your boys get so high as to do problems?—They do problems in all their subjects.

1403. I mean things they do not find in the books?—Yes.

1404. (*Lord Clarendon.*) Does anything occur to you by which the system might be improved, or is there anything you can suggest to the Commissioners?—It has often occurred to me that possibly a great advantage might result if more facility were given to the very highest boys—boys not below the sixth form—of pursuing their studies more unfettered by the general regulations of the school. It has struck me that many boys might employ their time very profitably, if some such career were open to them; but there are many difficulties in the way of it. I should be sorry to make this suggestion as if it came from me, and were not sanctioned by the authorities of the school, because nothing can be stronger than the wish of the Head Master, and of the classical masters, that every facility should be given consistently with the proper working of the school; the great difficulty is to prevent shirking; and to prevent any relaxation in the ordinary work being taken advantage of. The traditions of the school must not be sacrificed.

1405. (*Mr. Vaughan.*) With regard to the exhibitions, for instance, do you think that a due proportion of exhibitions might be given to mathematics?—I should think so; with a separate mathematical classification, of course, in that case. The boys would be arranged according to their mathematical order. It would not do to introduce a system of this kind anywhere below quite the highest form in the school; if that were done, mathematics not having the tradition among boys which classics have, would not be studied even so much as at present.

1406. Do you mean that the present state of mathematical knowledge is not at present sufficiently high to make it worth giving more rewards?—Quite so. The only way to get mathematics learnt at all is by allowing them to count in the general school list at the end of the quarter, and that is valued by the boys because it gives them a higher placing in the school. If they were to be separated from the classics, low down, without affecting the school placing, they would be altogether disregarded.

1407. Are they not necessarily kept very subordinate by the best mathematical marks, taking only rank with one-fourth of the best classical?—Without doubt.

1408. Is it or is it not the case, that that subordination prevents the attainment of the knowledge being extremely high?—It is very difficult to say. I question very much whether the way in which the system acts at present in the lower forms is not quite as favourable as we could possibly get it: of course if mathematics counted one-half or two-thirds, or anything of that kind, they would be taken up very much more than they now are: an alteration of this kind now might increase the stimulus that is given to them. Anything like a separation of the studies lower down would simply have the effect of causing mathematics to be altogether thrown over, and classics entirely adhered to, except in very rare instances.

1409. The mere separation of the two classes would of course be for the disadvantage of mathematics?—Certainly, except in the highest form.

1410. (*Sir S. Northcote.*) What proportion should you say of the boys in the sixth form had gone through six books of Euclid?—A very fair proportion indeed.

1411. Half?—I should say that very nearly half had done so not so as to repeat them at once at sight, but they would have gone through them, and understood them.

1412. What proportion should you say had been through trigonometry?—A much smaller proportion; speaking almost at random, I should say almost one-fourth, or more than that; perhaps one-third.

1413. I suppose the whole or the great part of them work quadratic equations, evolution and involution, and so forth; to what extent do most of them go?—I should think a very fair knowledge of algebra of that kind, would be obtained by, I may say, two-thirds of those in the sixth form.

1414. Do you suppose that one-third of them leave with very little knowledge of algebra?—Speaking in round numbers, probably one-third leave with very little knowledge of algebra.

1415. Are they all pretty familiar with common arithmetic?—Yes, they take much greater interest in arithmetic.

The witness withdrew.

Mr. G. RUAULT examined.

Mr. G. Ruault.

1415. (*Lord Clarendon.*) I believe you are teacher of modern languages at Harrow?—I am.

1416. How long have you been so?—I have been at Harrow for 18 years altogether.

1417. In your present position?—Not entirely. With Dr. Vaughan at one time I took part of the classical tuition; I took the third form, the form which Mr. Hutton has now.

1418. That is the lowest?—It is the lowest in the school, the two forms combined together.

1419. Did you give that up on becoming teacher of modern languages?—I did. I did teach German together with that form, but it was then only taught privately; it was not made part of the public tuition as it is now.

1420. German is now made a part of the public tuition?—Yes.

1421. Do you teach both French and German?—Yes.

1422. You are a native of France?—Yes.

1423. What part of France?—Paris.

1424. Where did you learn German?—I learned German in Germany, at Stuttgardt.

1425. It is optional, is it not, whether a boy learns French or German; he is not compelled to learn both?—No.

1426. A boy may make his own choice?—Not quite so; when I select which boys are to be drafted into the German division, I take those who are the best proficients in French; they begin with French.

1427. How much time is devoted to modern languages?—Two hours a week in all forms.

1428. The sixth form as well as the others?—Yes, with the exception of the last form, which has only one hour and a half a week.

1429. Two hours a week either French or German?—Yes.

1430. That does not include preparation or private tuition?—No; the preparation, I consider, takes quite an hour for each lesson.

1431. Does the boy prepare it himself, or has he private tuition?—He prepares it himself.

1432. Do you consider an hour is necessary for that?—Yes.

1433. (*Lord Lyttelton.*) That makes four hours a week?—Yes.

1434. (*Lord Clarendon.*) Do you consider that is sufficient to acquire a certain amount of proficiency in those two languages?—That is as much time as can be given to it in a public school. I do not say it is as much time as is necessary to acquire French and German thoroughly. I believe that boys who have

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Mr. G. Ruault.

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begun to read French on coming to the school, read it very fluently indeed on leaving the sixth form.

1435. Practically, what is the result of the teaching of modern languages at Harrow?—I think the result is very satisfactory. French and German are taught grammatically, and boys leaving in the upper forms attain a very fair knowledge of those languages, sufficient to enable them to acquire afterwards, in a short time, what cannot be taught in a public school; that is, the power of speaking them fluently. Some boys never come into the German division at all.

1436. In consequence of not having made sufficient progress in French?—Exactly so.

1437. Those boys who are in the German divisions are tolerable proficients in French?—Yes that is a *sine quâ non* of their coming into the German division, that they shall have made certain progress in French, so as to allow them to go on by themselves with French, or to keep it up afterwards.

1438. Would you say really that a boy who has been the average time at Harrow, say three years and a half, is able to read any French book, and with facility?—I think so, if he has come with a tolerable preparation in French. I should hardly say so with a boy who comes without the slightest knowledge of the language; he might be able to read, but not very fluently.

1439. (*Lord Lyttelton.*) On arriving at the school at the age of 13 or 14?—I find boys arrive at that age without having even opened a French book, but generally I do find that they do know some French.

1440. (*Lord Clarendon.*) All you profess, I suppose, is to give them a practical knowledge of the language, and enable them to read but not to converse at all?—Not in the public tuition, in the private tuition they do.

1441. What private tuition is there?—It is quite voluntary. There are very few now, not above 16 of the whole school, who come to me privately, with a special request from the parents to have private lessons twice a week.

1442. Is your communication with the boy during that time he is with you in French?—It is with those boys who can speak it. In the private tuition the conversation is carried on strictly in French.

1443. (*Lord Lyttelton.*) The 16 all talk French?—Yes, there are 16 French and German; I think about eight French and eight German; they all talk French or German.

1444. (*Lord Clarendon.*) Is it not the fact that many boys who come to Harrow with a very fair knowledge of French, and a considerable facility in speaking it, lose that at Harrow?—I do not think so now. It was the case, undoubtedly, before French was made compulsory. It is only since 1855 that it has become compulsory; before that time it was not so. A boy who came with a very good knowledge of French might leave the school having forgotten it altogether.

1445. I am speaking of facts within my own knowledge, of boys who have gone there with a considerable facility in speaking French, and who have lost it?—You are talking of speaking; it cannot be spoken publicly in a class of 20 boys, some of whom do not speak French at all. We cannot hold the instruction in French with any advantageous result; I must teach it in English.

1446. Do you vary the books you use, or do you use particular books?—No, we have used a book which was composed by Mr. Masson, my colleague the other French master, which includes assistants, from different authors in French, except in the sixth form, where there is always a special book.

1447. Selected by you?—By me or by Mr. Masson; by me for the German division, and by Mr. Masson for the French division.

1448. Are there extracts from German authors which are used for the German class, or do you take any particular author?—I take extracts for the German division, except in the sixth form, where I always read a book for one year, either a play of Schiller or Goethe, or some other book, and I get through that in one year, and take another book for the next year.

1449. Do you find that the boys like the study of modern languages?—I think so.

1450. Do you think they fully recognize the increasing necessity of it?—I think so, by the earnestness which they give to it. The lessons are always very well prepared.

1451. Considering that boys come at the age of 13 or 14 to Harrow, should you not say that it was indispensable, if they wished to be really good scholars, that they should be thoroughly well grounded before that time?—Yes.

1452. What is the cost of private tuition in French?—It is 9*l.* a year.

1453. Suppose a boy comes able to speak French, and his parents are willing to pay the cost of private tuition, do you not conceive that it would be perfectly possible to keep up that boy's power of speaking?—Perfectly so.

1454. What is the time given to private tuition?—They come twice a week to me.

1455. For how long a time?—For an hour each time.

1456. And a boy who does that regularly ought to be in no danger of losing either his proficiency or his habits of speaking?—I think not; those who do come speak perfectly well.

1457. Have you many cases of boys of fair capacities who, making the most of their time in that way, do keep up their knowledge of French?—I have.

1458. And the ability to speak it?—Quite so; but even in the sixth form I almost always speak to them in French.

1459. You said just now that you exercised a choice as to which boys should learn German. The boys are drafted off, I understand, from the French class into the German class when they have about two years or so to remain at school?—Yes.

1460. I apprehend you would not make those boys leave off French and take to German without the distinct request of the parent?—We are obliged to do so. It is only in cases where parents have written that there was a special cause for the boy to go on with French on account of some examination coming on which he was likely to go through, where we should not do so.

1461. But considering the great importance of the knowledge of French, do you not run a considerable risk of a boy who knows French well, going off very much in the knowledge of it in the last two years?—He has great inducement to keep it up by the trials.

1462. But he loses his instruction?—Yes, there is no time for both French and German at the school.

1463. Suppose the case of a parent who does not so much care for German as French, and who had sooner his boy should learn French the whole time?—That is acceded to on the request being made.

1464. (*Sir S. Northcote.*) With regard to these prizes, there is a medal and a prize for modern languages; what languages are brought into the examination?—French and German.

1465. Nothing else?—Nothing else. There are two prizes, a medal and a prize. They are alternate—the medal is one year for German, and one year for French, and the prize the alternate year.

1466. Supposing a boy to learn Italian, that would be no use to him at all?—Such a case has never occurred.

1467. What number of boys have you at a time in your class?—24 is the maximum.

1468. Have you the same authority over them that the classical masters have over their forms?—Entirely.

1469. And you find no difficulty in managing them?—None whatever.

1470. (*Lord Lyttelton.*) Have you the same authority out of school?—Entirely so.

1471. (*Mr. Vaughan.*) I think it is so low as the third and fourth remove of the fifth form that the

German begins to be taught instead of French?—Yes.

1472. That is a considerable number of forms down in the school, is it not?—No.

1473. It is the sixth form from the top in the school?—Yes; but of those two forms one division only does German, and three do French.

1474. Are those four divisions of the modern language school altogether independent of the classical divisions of the fifth?—The third and fourth removes of the fifth are taken together, and four divisions are formed.

1475. Is the distinction between the third and fourth removes of the fifth preserved in those four divisions?—The third and fourth removes of the fifth are mixed, and we then divide them into four classes.

1476. Does it generally occur that a boy arriving at that point in the fifth form is proficient in French?—Those who come to the German division are all proficient.

1477. I mean those who have reached that place in the school where German is first taught?—Not always; they sometimes come to the fifth before they know any French at all.

1478. What do you make your standard of French sufficient to admit them into the German class?—Reading French with facility from any authors I may give them, and translating at first sight.

1479. The most difficult authors?—Good classical authors. If I find there are not enough to make the proper number of the German division, I make it smaller; I allow it to be 14 or 15, and keep my French division a little larger.

1480. Although there are two classes on that one form, that is French and German, one boy cannot belong to both?—No.

1481. (*Lord Clarendon.*) Do you ever find the least difficulty in managing the boys?—Never; I never had to send up to the Head Master at any times

1482. (*Lord Devon.*) How many boys have you in your house?—Seven.

1483. Is it one of the new small houses?—No, I have had mine for twelve years.

1484. Is it a small house?—Yes. I have had 10 or 11, but now I cannot take more than seven; my family arrangements will not allow me.

1485. Do they breakfast and tea with you?—Yes, not with my family, but with me.

1486. (*Lord Lyttelton.*) You do not join with the other small house masters in the statement of expenses which we have here?—My house does not come under the regular small houses. Boys do not stay with me; they only pass through my house; they come to me only for a short time previous to entering into somebody else's house.

1487. (*Lord Devon.*) How long do they generally stay?—Seldom more than a year.

1488. (*Lord Lyttelton.*) Is your house the only one in which that is so?—Mr. Masson takes some in that way.

1489. (*Lord Clarendon.*) They are *in transitu*?—Yes.

1490. Do your pupils write French exercises with you?—Yes, small essays.

1491. French composition?—Yes, in the upper classes, that is.

1492. (*Lord Lyttelton.*) They are accustomed to read French with you?—Yes.

1493. And they write original French sometimes?—Yes.

Victoria Street, Saturday, 22d November 1862.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

The EARL OF CLARENDON in the Chair.

M. W. Ridley, Esq., called in and examined.

1494. (*Lord Clarendon.*) How long were you at Harrow, Mr. Ridley?—Five years and one term.

1495. You were the head of the school?—I was head for one year.

1496. You are now at Oxford?—Yes.

1497. At Balliol?—Yes.

1498. How long have you been there?—One year.

1499. Will you have the goodness to explain the working of the system at Harrow. In the first place the constitution, and in the next place the working of the monitorial system. Who are the monitors?—The monitors are the first 15 in the upper sixth form of the school. After you get into the upper sixth form there is no promotion by competition, only by seniority; therefore you can only become a monitor in consequence of a rising in those above you.

1500. (*Lord Lyttelton.*) There are always more than 15 in the upper part of the school?—Thirty is about the number, more or less.

1501. There is sure to be 15?—Sure to be 15.

1502. (*Lord Clarendon.*) And the first 15 in the school, reckoning according to seniority, are monitors?—Yes, the first 15 out of 30, reckoning by seniority according as the vacancies occur.

1503. Those first 15 are the monitors?—They are the monitors.

1504. I suppose they are the best boys in the school in the way of scholarship?—Generally, as they are supposed to be.

1505. They have arrived at the sixth form from being the best?—Entirely.

1506. And their places are ascertained by seniority?—Yes.

1507. The first 15 are always monitors?—Yes.

1508. What do you consider to be the duties of the monitors?—Well, I should say in general to keep order. Of course that is thrown chiefly on the head of the school.

1509. You mean that the captain of the school has a distinctly higher position than anybody else?—Distinctly higher. There are cases in which monitors would be hardly called upon for the exercise of their power; for instance, if they were so unequally divided that there were four or five monitors in a house, the lower monitor would not have so much power as if he were a single monitor in his own house.

1510. What would you say was the position of the head of the school; a great deal of power and authority centres in him, does it not?—A great deal.

1511. What can he do; what are his attributes and functions?—All the financial matters of the school properly, pass through his hands; that is to say, all

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M. W. Ridley, Esq.

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matters connected with the games; the money expended, and anything of that sort, passes through his hands. He has the entire administration of the compulsory football at Harrow.

1512. (*Lord Lyttelton.*) Apart from his actual position in the games?—Quite apart; in his position of the head of the school.

1513. Does it ever happen that he takes no part in the games himself?—It is part of his duty to be there under the compulsory system of football, and he is obliged to be there himself to see that everybody else is there.

1514. In any case he manages to do that?—In any case.

1515. (*Lord Clarendon.*) He is considered the head of the monitors?—Yes.

1516. And to a certain extent he is responsible for the proper administration of the monitorial system?—Yes.

1517. Do you consider the monitorial system an advantageous one?—Decidedly.

1518. Has the captain of the school more power than the other monitors in the exercise of monitorial duties?—I should not say that he had any greater power except the power he exercises over other monitors. He has no greater power of inflicting punishment.

1519. What power does he exercise over other monitors?—He could do such a thing as call a meeting; if there happened to be any disputed case of punishment, such a case would be carried to the head of the school, and according to his own judgment he would either refer the case to the Head Master or call a meeting of the monitors and punish publicly, which is the most severe punishment which the monitors can inflict.

1520. How is that public punishment inflicted?—Simply by the head of the school himself in the presence of the other monitors. He inflicts so many blows with a cane.

1521. What are the other duties of the monitors. The duty of the monitors extends further than merely to keeping order, does it not. The head monitor, that is, the head of the school, keeps all the money accounts, receives and accounts for the money, does he not, that is, as to the games?—Yes.

1522. And the monitors in general, you say, have to keep order, but what other duties have they got to perform. They keep order in their respective houses, I presume?—Yes.

1523. (*Lord Lyttelton.*) Would they stop bullying?—Yes, of course, I meant to include that in the term keeping order.

1524. (*Mr. Thompson.*) If they observed any boys going to public houses, would they report them?—No, but they would be punished.

1525. (*Lord Clarendon.*) By the monitors?—Yes.

1526. By the monitor himself, or would he be reported to the master?—He would be punished by the monitor himself, unless a case occurred which was considered too serious, and which should be left to the judgment of the master. I think it is the wish of the masters that offences, if they are not too grave, should be punished by the monitors.

1527. (*Lord Lyttelton.*) And the monitors would consult as to the nature of the offence?—Only in doubtful cases.

1528. (*Lord Clarendon.*) Would a monitor ever report to the Head Master without communicating with the other monitors?—He ought not to do so; he would most generally refer to the head of the school.

1529. And take counsel with him as to the mode in which the case should be dealt with?—Yes.

1530. Do you consider that the monitorial system is very beneficial?—Yes, I think that it checks breaches of discipline much more than does the power of the masters; at all events certain kinds of breaches of discipline.

1531. What kind of breaches of discipline?—Such breaches as drinking, immorality, and so on.

1532. That is to say, the sort of cases not so likely to be known to the masters as to the monitors?—Yes.

1533. Do you think the monitors would be as much disposed to check or punish those offences as the masters?—I have known cases in which, perhaps, the monitor might have failed in his duty, but I can conscientiously say that the general tone is such that a monitor who saw an offence committed would consider himself bound to punish the boy who committed it.

1534. And public opinion would support him in so doing?—Decidedly.

1535. You think the exercise of the monitorial authority is not unpopular?—I think that if any monitor is found to neglect his duty, he is despised by those who are subject to his authority.

1536. (*Mr. Thompson.*) If he neglect his duty?—Yes.

1537. (*Lord Clarendon.*) Would you say that a monitor in the exercise of his duty has thoroughly the support of public opinion?—Yes.

1538. (*Lord Lyttelton.*) Fifteen is a good many, and you would be sure of getting some good ones among that number; but does it occur to you that to throw such a great amount of authority on the head of the school, seeing that he attains to his position of head of the school by seniority and not by merit, is rather a risk. Might it not happen that that amount of authority might occasionally be thrown upon a weak or inferior boy?—It generally happens that when a boy of that kind is likely to take the position of head of the school by seniority, somebody takes his place, and he leaves. I have known that.

1539. The importance of the place is so great that he does not get it?—Yes.

1540. (*Lord Clarendon.*) An unfit boy is, in point of fact, jockeyed out of it?—Yes. The Head Master generally would interfere.

1541. (*Lord Lyttelton.*) You have not known a boy of so weak or bad a character at the head of the school as to have been treated in that way?—No.

1542. (*Mr. Thompson.*) Is there no such thing on record as a monitor setting a bad example to the boys?—I have known a case of a monitor setting such an example.

1543. What is the remedy; *Quis custodiet ipsis custodes?*—It is degradation.

1544. That is always the case, is it. There must be some cases in which the delinquencies of a monitor are not discovered and brought home to him?—Yes; I suppose there are some monitors who neglect their duty, and if they are not found out of course they do not get punished.

1545. They enjoy comparative impunity?—Unless it be known to the rest of the sixth form. I have known cases in which monitors have been obliged to be punished in that way.

1546. In what way is the point of honour regarded in the school; would it especially condemn dishonesty?—I should say dishonesty is one of the faults condemned, and what is called sneaking is another.

1547. What is sneaking?—Telling tales out of school.

1548. Bullying is another?—Yes.

1549. There are other offences of a graver character; would they be looked on in like manner?—I think so.

1550. On moral grounds, and not merely on conventional grounds?—I think, on moral grounds.

1551. Do you think the moral tone of the school is good as distinguished from the mere point of honour?—Yes, I think it is; it varies.

1552. (*Sir S. Northcote.*) Is there any class of boys in the school who are at all equal or greater in moral influence than the monitors; boys who are distinguished in games or otherwise?—There is no absolute class of that kind, but occasionally there are such boys in the eleven. Practically those who are great in athletic sports exercise a high influence in the school.

1553. If they exercise a high influence, would that influence be enough or more than enough to counteract the influence of the monitors?—No, I think not.

1554. (*Lord Lyttelton.*) Are the monitors of a popular character as a class—popular with the rest of the boys?—I do not know that there is any special popularity attaching to them.

1555. (*Sir S. Northcote.*) Do you think the establishment of an organized system of monitors has the effect of stopping the irregular influence of such a class of "swells" as I have referred to?—I should never have dreamt of any such class of boys exercising a paramount influence when I was at Harrow.

1556. I do not mean power, but school influence over boys. Was there a set there at all who were looked up to as finer fellows than the rest of the school?—There was a set there which was formed into a club, and which club was formed principally but not entirely from among such of the boys as you have described.

1557. Was that a voluntary club established among themselves, or was it formed for any particular purpose?—It was a school club established with the object of maintaining athletic sports.

1558. (*Lord Lyttelton.*) How often did they meet?—There was a room open in the town every day in the week; the papers were taken in there.

1559. How many members were there in that club?—I think about 30.

1560. Is it continued down to this day?—It continues now.

1561. (*Sir S. Northcote.*) Were those boys mostly monitors or were they from all parts of the school?—The first 10 of the boys were always *ex-officio* members of the club.

1562. And the rest were elected?—Yes, elected by ballot.

1563. Did they derive much distinction or influence from belonging to the club?—It was considered an honour to be elected.

1564. Would any boy be elected for distinction in school work?—Certainly not.

1565. But for being a nice fellow and being distinguished in the games?—Precisely so.

1566. (*Lord Lyttelton.*) If he was a nice fellow, was it the fact that distinction in school work gave him any additional claim?—That would depend a good deal on what kind of meeting it was.

1567. Of course these 10 monitors *ex-officio* members would exercise some influence on the election?—Yes.

1568. Do you think the monitorial system as it prevails at Harrow is popular among the bulk of the school?—Decidedly.

1569. Do you think that the little boys find it to a certain extent a protection to them?—They do, I think.

1570. (*Lord Clarendon.*) As to bullying, was there much bullying when you were at Harrow?—Very little indeed.

1571. Because there have been some very notorious cases of bullying at Harrow?—I have known one or two cases, very bad ones, while I was there.

1572. How were they dealt with?—I think those who were convicted received what was called a public whopping.

1573. How is such a case brought forward?—Supposing it was one of the cases that came first to the knowledge of the monitors, it was considered one of the most serious offences which a boy could commit, a meeting was called, and the offender was publicly caned by the head of the school, the senior monitor being present as well as the whole school, summoned in the fourth form room, and there the offender was publicly "whopped," or before a monitor's meeting in the school library.

1574. Had the monitors power to summon the school?—With the permission of the Head Master they could.

1575. Would he give permission?—He would give permission to the head of the school.

1576. Was any master present when this whopping took place?—No.

1577. It was administered at the discretion of the monitor?—A certain number of blows were allowed.

1578. In what part of the school was the boy who offended?—You could not inflict personal chastisement upon any boy above the upper fifth.

1579. In what part of the school was the boy who was punished in this way when you were there who had been bullying?—I think he was in the third fifth.

1580. (*Lord Lyttelton.*) With respect to the effect on the future character of the boys, has it ever occurred to you to consider what effect the regular authority which the monitors have has on their own nature in after life. Do you think it is a beneficial effect?—I should think it would accustom them to the idea of responsibility.

1581. It does not give them premature ideas of power?—I should say not.

1582. (*Mr. Thompson.*) It does not make them bumptious?—It never occurred to me to look at it in that light.

1583. (*Lord Devon.*) You think that the checks which exist are quite enough?—Yes.

1584. Those checks, I mean, in reference to the other monitors?—Yes, no boy was bound to take a punishment from a monitor if he considered it an unjust one.

1585. Had he a right of appeal to the Head Master?—To the Head Master.

1586. (*Lord Lyttelton.*) What would be done in that case. Do you know if many such appeals were made?—I think I have heard of one such appeal.

1587. You have only heard of one such appeal?—No, only one.

1588. Was that appeal made to the monitors or to the Head Master?—It was made to the Head Master.

1589. (*Lord Devon.*) And do you remember what was the result?—I believe the boy either had to take his punishment or to leave the school.

1590. (*Lord Lyttelton.*) Does the number of monitors appear to you to be too large?—I think it is quite sufficiently large.

1591. But is it not too large?—Well, I can hardly say.

1592. Would there be some disadvantage in a smaller number. For instance, would not a smaller number tend to produce feelings of too much consequence in the boys?—The larger number perhaps ensures your having better authority, because if you have four or five who really exercise the authority out of the whole number, it will be found quite sufficient.

1593. The first 15 are sure to include the best scholars in the school?—Not quite; because sometimes a boy makes a sudden rise in the school. He may get into the sixth form, and may be merely in the sixth form for two years, during which time if he is a clever fellow he may be the best scholar in the school. I have never known a monitor displaced in his examinations at first.

1594. (*Mr. Thompson.*) But, generally speaking, in the course of a majority of years have you not found that the 15 include nearly all the best scholars?—Yes, decidedly.

1595. Would you say, as a general rule, that a boy's moral character is in any proportion to his intelligence and aptitude for learning; what I mean is, are the cleverest boys the most regular in their habits, as a rule, and the best conducted?—I should say not.

1596. Have you known instances of very clever boys not being so well conducted as others of a lower capacity?—Yes; but I have never known them succeed generally in the school. Those who are high in the school as monitors generally have been, perhaps, not the cleverest boys, but those who have kept regularly to their work, and have got their moves regularly. Other boys have got moves fast, and have then been degraded or put down for breaches of discipline.

1597. Then you do not think that intellectual and moral superiority go together, as a general rule, in the school. It may happen that a boy may be intelligent, but idle, and not make any progress; but

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measuring by success in the studies of the school, do you think that the ablest are usually the most moral?—I should say as a general rule, that intellectual and moral superiority do not go together; but of course the breaches of discipline among such boys are much less than among others. Every one who knows them thoroughly will know that their intellectual superiority has but very little effect upon their moral character; there is no close relation between the two.

1598. (*Mr. Vaughan.*) In the cases of bullying, in which the monitors interfere, how do they know when it happens to occur?—As a general rule, it can hardly escape the notice of a monitor or the head of a house. Whoever is head of a house exercises the same power as a monitor in the house; and when such a case does occur he would naturally hear a report of it, and he would punish it himself, or the whole body of monitors would be called in to punish it.

1599. Would not the monitor feel himself empowered to inflict punishment himself?—He could do so, decidedly.

1600. Would he do so generally, or would he decide in that judicial manner of which you have spoken?—The course that he would pursue would differ according to the monitor. For instance, if a case occurred of a monitor not being sufficiently strong to inflict punishment, he might very likely refer to the body of the monitors. The same thing might occur if in exercising his privileges he were likely to be treated with contempt and to be laughed at afterwards; such circumstances as these would produce a wish in the monitor to refer to the general body.

1601. Do you think in that way that bullying is repressed at Harrow?—Yes, I do think so.

1602. Do you think it would be as effectually repressed in any way if the monitors had not that authority given to them?—I think that it would be checked to some extent by public feeling.

1603. Even without that power being given to the monitors?—Yes; but I think the power possessed by the monitors is an additional security.

1604. You have mentioned that a boy has a right to appeal to the Head Master. Now, supposing that a monitor, such as you have been describing, who was a boy of superior physical strength to the boy he was punishing, were actually to begin to punish him, how would the sufferer be able to appeal?—Of course he could not help it at the time, but he would have to appeal afterwards.

1605. Does the Head Master discourage appeals to his authority, both by the monitors consulting him on the one hand, and by the other boys in the school appealing from the monitors, on the other?—Decidedly not.

1606. Then it is not the system at Harrow to discourage those appeals?—No; such cases very seldom occur.

1607. I think I understood from you that, all things considered, the head form did represent, upon the whole, the moral discretion of the school as well as the intellectual superiority?—Yes, I think so.

1608. Because the things that would impair their moral discretion would impair, at the same time, their rise in the school to such a position. Is that so?—Yes, I think they would.

1609. Supposing a clever boy, having sufficient tact and perseverance still to gain his remove, were known to the Head Master to be not of a trustworthy character or to have been guilty of grave breaches of discipline, would such a boy be deprived of the privileges of a monitor?—He could be deprived of them.

1610. Have you ever known a case of that kind occur?—Yes, I remember one case.

1611. (*Mr. Thompson.*) It was a very gross case, I suppose?—Yes, it was a very gross case. It could not be done ordinarily.

1612. (*Lord Lyttelton.*) Do you think the effect of the present system is that a new boy, in a short time, and when he comes to know the tone of the school, if he gets bullied would feel a reluctance to complain to a monitor?—I think he decidedly would be reluctant to go and tell.

1613. Are they less reluctant to appeal to a monitor than to a master?—They would hardly ever think of appealing to the masters.

1614. Is there a similar feeling with regard to appealing to the monitors?—They are reluctant to do so, but in those cases we rely a good deal upon the houses happening to be well managed, and the authority of boys who had stayed lower down in the school from want of intellectual power, and who are yet celebrated in games. Their authority would check bullying, and their feeling would be to help the monitors in the exercise of the powers they possess.

1615. But if there is secret bullying going on, how do you think the monitors find it out?—It would come to their ears partly through the persons who have power in the house, and in other ways, from boys who have acquired a position by their superiority in games, or by their general popularity.

1616. There is no doubt, then, that they do find it out?—Such boys as I have mentioned always know what is going on. They are thoroughly acquainted with everything that is happening around them. Information has also been obtained from the servants in reference to cases of bullying.

1617. (*Sir S. Northcote.*) Would a boy's appealing to a monitor be called sneaking?—It might or might not.

1618. Then what would be the definition of sneaking. I want to know exactly what the limits of sneaking are. Is appealing to a master called sneaking?—I think it would be.

1619. But appealing to a monitor would not be called sneaking?—Not always.

1620. (*Lord Devon.*) Is it within your knowledge that boys have been taken away during the last five or six years on account of having been bullied?—I remember one case in our house, I mean in the house that I was in.

1621. Was that a case in which the monitor had not interfered or in which his interference had been ineffectual to stop it?—The monitors had interfered. It was not a case of decided bullying; but was a case of a peculiar character. There would be some difficulty in saying whether it was bullying, or what it was; but it was set down as a bullying case.

1622. (*Lord Lyttelton.*) Was the boy unsuitable for the school?—Yes, he was, in every respect. He was a great deal too good-natured.

1623. (*Lord Clarendon.*) That appears to be a curious disqualification. What boys have the power of fagging?—Only the sixth form.

1624. The upper fifth, then, cannot fag?—No.

1625. (*Lord Lyttelton.*) And the upper fifth cannot be fagged?—No.

1626. Nor any part of the fifth?—No. But there is a great variety in fagging. The remove, for instance, may be fagged for one period of fagging, and the shells for others.

1627. (*Mr. Vaughan.*) You have mentioned that a boy could be too good-natured. If good-nature is one quality that provokes bullying at Harrow, it makes me curious to know what the others may be?—Perhaps good-nature, in that sense, was hardly the term to apply to it. What I meant to say was, that he had a good deal of work imposed upon him because he was good-natured. He was asked to do things which he had no right to be called upon to do, and he was too good-natured to refuse.

1628. If he has an odd appearance, if his dress is unlike that of other boys, would that lead to bullying?—I do not think that would lead to bullying; not what we should call bullying.

1629. (*Lord Lyttelton.*) In the case you have just mentioned, was the boy's manner odd?—Yes, he had a peculiar manner. I should say such a thing as telling lies would certainly ensure a boy being bullied.

1630. (*Mr. Thompson.*) Do you mean telling lies to the masters?—Yes: or telling lies in any way.

1631. (*Sir S. Northcote.*) If a boy were impertinent, it would lead to his being bullied would it not?—Yes; if he were impertinent to a boy who was bigger than himself, he would certainly be bullied.

1632. (*Mr. Thompson.*) For instance, if you had a studious boy who moped a good deal and did not possess high animal spirits, who did not take any active part in the games, would he be bullied?—He would probably not come in for bullying, but a name or two might be applied to him which he would not think particularly pleasant.

1633. Do you mean a general name, or a proper name, a nickname?—A general name.

1634. I suppose that the boys are not bullied for working?—No, I have never known such a case as that.

1635. (*Lord Clarendon.*) Is not a boy respected, or does he not become popular from being a student?—No; he might be if he persevered till he got to a high place in the school. In that case he would most likely get respect for his work; but a working boy in the lower part of the school would not obtain respect from the school in a general way.

1636. Do the boys take an interest in the success of other boys?—They take a very warm interest in their success indeed.

1637. Especially as to who gets the prizes?—Yes. There is a very great deal of cheering and excitement always about the prizes and scholarships.

1638. Is that encouraged by the masters?—Not so far as the cheering is concerned.

1639. I mean, is the feeling encouraged by making the facts public?—Yes.

1640. (*Mr. Thompson.*) You mean the feeling from which the cheering arises?—Yes.

1641. (*Sir S. Northcote.*) I suppose it would not be easy to find a boy at Harrow who did not know who had got the chief prize that half?—No, I should think not; or the boy who was first in his examination.

1642. (*Mr. Thompson.*) Do the boys also take an interest in the honours awarded elsewhere?—Yes, they always take an interest in it.

1643. Supposing a Harrow boy got a university scholarship?—That would be sure to be known, because there is a holiday given for it.

1644. (*Lord Clarendon.*) That is a very good way of creating an interest or in keeping it up?—Yes.

1645. (*Mr. Thompson.*) Would they take an interest in the list of mathematical or classical honours; in who got a first class at Oxford, or at Cambridge?—Yes; certainly.

1646. (*Lord Clarendon.*) Do you think that the power of fagging is often abused?—Never by one who fags legitimately. The fagging that is abused is what is called "shell" fagging. It means fagging by boys stronger than others, who have no right to fag.

1647. That is unlawful fagging, is it not?—Yes.

1648. (*Mr. Thompson.*) A sort of piracy, you might call it?—Yes.

1649. (*Lord Clarendon.*) Is not that now put a stop to; is it not a sort of thing that a monitor would at once put a stop to?—It would be put a stop to directly it became known, but it will occur sometimes where there is no monitor at the head of a house or where the head of a house has not sufficient authority. I do not mean intellectual authority, but who does not possess sufficient influence.

1650. How would it be in a house where the boy who was oldest in the house was not a monitor; must the monitor always be the head of the house?—Yes, the monitor must always be the head of the house.

1651. But there are some houses in which there is no monitor; then, I presume, it comes by seniority?—Yes; by seniority or height in the school.

1652. (*Lord Devon.*) What is the power and position of the monitors in the small houses, where the boys are perhaps more immediately in contact with the master of the house, and where, in a great degree, they live with the master?—Their powers are exactly the same as in other houses.

1653. Are there many houses in which there are no monitors?—Yes, a good many.

1654. (*Lord Lyttelton.*) But the head of the house has the same authority there as anywhere else?—Yes.

1655. (*Lord Clarendon.*) What do you think of the small houses at Harrow; do you think that they are attended with advantage?—They are useful for boys who are not strong enough to face the difficulties of a larger house. For instance, boys who are likely to become invalids, or others who want taking care of, are better in a small house. Otherwise there are some disadvantages in a small house.

1656. Is it not the case that in those small houses the boys do not get the benefits of a public school at all?—Yes, except with regard to the intellectual education.

1657. (*Lord Lyttelton.*) Do they not mix with the other boys in all their games?—I think they are a good deal led to shirk the games.

1658. Do they associate with the other boys freely; walk about with them, for instance?—Yes, if they become known; but they do not so easily become known.

1659. Is there any distinction as to the studies; I do not mean formally, but do not they compete together?—There is not the least difference.

1660. Are they looked down upon as scholars; are the boys in the small houses looked down upon as a set by the rest?—I should hardly use so strong a term as to say they are looked down upon; but they are not considered as being equal to the others.

1661. (*Lord Clarendon.*) They are rather treated as "muffs"?—Yes; something of that kind.

1662. (*Mr. Vaughan.*) Do you think that they are subject more to become the victims of evil influences by the accident of a bad boy being in the same house?—I should say they might.

1663. Has it ever happened that a bad boy has been in one of those houses and has done more harm than he could have possibly done if he had been in a large house?—I do not remember any particular instance; but I am quite sure that such would be the case.

1664. (*Mr. Twisleton.*) But in the same way would not the influence of a good boy be greater?—Infinitely greater.

1665. (*Mr. Thompson.*) Would not the disadvantages be counterbalanced by the greater surveillance the master would be able to exercise over the smaller number?—Yes, it might be to some extent.

1666. (*Mr. Vaughan.*) In fact it is a different system. It is more like the system of a private tutor?—Yes, they are upon a different system altogether. They have no fagging, to begin with.

1667. (*Lord Lyttelton.*) Have they no fagging in the small houses?—No. Generally the breakfasts and other things are managed altogether independently of fagging. The chief amount of fagging that is done now in the large houses is done in making coffee and getting things for breakfast and tea.

1668. (*Mr. Vaughan.*) Is there not a peculiar arrangement at Harrow, by which fags at games are exempted from liabilities beyond a certain point. Were not a certain number told off every week?—Yes, there are boys regularly appointed by the head of the school to send down to fag at the games those whose turn it is to do so.

1669. So that every boy, until it comes to his turn by that system of rotation, is exempted from fagging at the game?—Yes.

1670. How long has that system been introduced?—As far as I know it has been in use since the present code of rules was drawn up. The head of the school's rules, we used to call them.

1671. Do you think that that is a salutary regulation?—Yes; it prevents unfair fagging.

1672. And it prevents also the excessive fagging of one boy?—Yes, because he can appeal if he is required to fag out of his turn.

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1673. (*Sir S. Northcote.*) Is any favouritism exhibited in the matter of fagging in connexion with the games?—No; I think not.

1674. It is the regular system in the school for every boy in his turn to fag?—I think so.

1675. If a boy happened to be brother of the captain of the eleven, for instance, would he get off more than he was entitled to?—Not in the least: on the contrary he would be likely to get more than his fair share of it.

1676. (*Lord Clarendon.*) I believe it is not much the custom to have single rooms at Harrow?—I believe it is more the custom at Mr. Butler's house; but it is not the custom in most of the houses. In the house in which I was there were four rooms with five in each, and in the others there were a less number.

1677. Did the boys desire to have single rooms?—No, I think not; but perhaps the rooms with three in them were preferred to those which had five.

1678. (*Lord Lyttelton.*) Did the boys not consider it as a privilege to be promoted to a single room?—Yes, of course, inasmuch as it was more comfortable.

1679. (*Lord Clarendon.*) Then I understand from you that there are no separate studies?—No.

1680. Do the boys work in their own rooms?—Yes.

1681. (*Mr. Thompson.*) Where did you work?—In our own rooms almost entirely.

1682. Do you mean in your own bed room?—Yes, it was the same room.

1683. You worked in the same room that you slept in?—Yes.

1684. I presume you had some sort of apparatus for work there?—Yes, there was a table and desk and books and other things.

1685. (*Lord Lyttelton.*) While you were reading there did you find it a disadvantage to have no separate place for study?—I did not find it so. The work of the lower boys in preparing for school is done immediately under the eye of the tutor, and they then went into what was called the pupil room for the purpose of preparing their lessons.

1686. (*Mr. Thompson.*) That is with regard to the lower boys?—Yes.

1687. (*Lord Lyttelton.*) I am speaking more of the upper boys. When they get to the top of the school are there sufficient means and appliances for study and preparation?—Yes, I think so.

1688. How many boys would you have together in one bed room?—The number would range from two to five.

1689. So that there might be five studying together?—You would probably never find five studying together.

1690. But there would be five who would have to study in the same room?—Yes.

1691. Had you unlimited access to those rooms in the daytime?—Yes, we lived there entirely, and the higher boys had breakfast and tea there.

1692. In your sleeping rooms?—Yes.

1693. (*Lord Lyttelton.*) You did not care about that?—No, not until I got higher up. When a boy is preparing for such a thing as gaining a prize, then a single room is desirable.

1694. (*Lord Devon.*) Does not a single room give much greater facility for a boy's saying his private prayers than a room in which there are from three to five boys?—No doubt it would do so.

1695. Take the case of a boy who is seriously disposed and wishes to say his prayers. Would he be interfered with by others who have not the same feeling?—He would not be interfered with, but an idea of false shame might prevent him from saying them. I have never known a case in which a boy was interfered with or obstructed under such circumstances.

1696. (*Mr. Thompson.*) You have never known such an instance?—No; but I was only a very short time in a five room myself. I never heard of such a case.

1697. (*Lord Clarendon.*) Were you satisfied with the meals you received, with the quantity and quality of the food supplied?—Yes.

1698. Did you hear any complaints at the other houses?—No; but I remember one or two instances in which the boys had written home stating, perhaps, that they had only had one help of meat at dinner, the fact being that it was a tradition of the house only to take one; but the boy might have had plenty more for asking.

1699. (*Lord Lyttelton.*) Is it the custom to have more than one help?—No, decidedly.

1700. (*Mr. Vaughan.*) That is the fashion of the boys?—Yes, it is the fashion, in order that they may get the dinner over as soon as possible.

1701. (*Lord Lyttelton.*) Before they have had enough to eat?—Oh no, the first help is a very large one.

1702. (*Sir S. Northcote.*) How is the beer; is that good?—It varies.

1703. Are there some of the houses in which the boys would not drink it?—I do not think it was ever so bad as that.

1704. Was it ever the practice for boys to get an order from home to have Bass's beer supplied them?—I believe that orders have been obtained for porter, but not Bass's beer.

1705. (*Lord Lyttelton.*) That I presume would be for boys of a weakly constitution?—Yes.

1706. It was not done as an excuse for getting good beer?—I never heard that it was.

1707. (*Lord Clarendon.*) In what way is the Sunday spare time spent at Harrow?—Mostly in walking.

1708. Was there a school in the afternoon?—Yes, a divinity school for religious subjects.

1709. (*Lord Lyttelton.*) How long did it take?—About an hour.

1710. Was it after afternoon church?—We had no afternoon church. We read in the middle of the afternoon, from 3 to 4.

1711. (*Mr. Thompson.*) What time was the evening service?—It varied according to the time of the year. It was at half-past five in the winter, and at half-past six in the summer.

1712. Was it before or after tea?—It was before tea in the winter, and after tea in the summer.

1713. (*Lord Lyttelton.*) Did you have preparation for the divinity on Sundays?—Yes; for the divinity school on the Sunday.

1714. (*Lord Clarendon.*) Are the sermons effective at Harrow; do the boys appear to like them?—I think that some of the preachers are liked.

1715. Who are the preachers; are they all the masters who are in orders?—Yes.

1716. Do they take it in turns?—Yes; but the Head Master always preaches in the evenings.

1717. (*Lord Lyttelton.*) Then he preaches more than the others?—Yes; he preaches every Sunday in the evening.

1718. (*Lord Clarendon.*) And he never preaches in the morning?—No; unless upon a very special occasion, for instance, when some stranger may be going to preach in the evening.

1719. Did the boys like to have sermons from the masters?—I do not think there was much curiosity in it, but particular value was attached to some of the preachers.

1720. (*Lord Lyttelton.*) Did they value having the Head Master as a preacher?—Yes.

1721. (*Sir S. Northcote.*) Did the boys criticise the sermons of the masters or take part with their own tutors?—I do not think there was much party feeling displayed: but there was, no doubt, a good deal of criticism.

1722. (*Mr. Thompson.*) Was there any theological discussion among them?—No; I never heard of anything of that kind.

1723. (*Lord Clarendon.*) Were the boys in general carefully prepared for confirmation?—Yes, they were very carefully prepared.

1724. How long before the confirmation?—A month or six weeks.

1725. And do you think the boys looked upon it as taking a great responsibility upon themselves, and attached a due importance to the rite of confirmation?—Yes, I think so.

1726. Did they generally take the communion afterwards?—Yes.

1727. That was invariable, was it not?—Yes.

1728. But it was quite voluntary?—Quite voluntary.

1729. Nobody's absence was noticed or reported or commented upon?—Not in the least.

1730. (*Lord Lyttelton.*) They would not feel themselves under any sort of compulsion as respects the master?—There was not the least compulsion in the world. Of course cases might occur in which a boy absented himself, and probably the master might inquire the reason, and perhaps argue with the boy.

1731. (*Lord Clarendon.*) I understand from you that the religious instruction at Harrow was this; divinity lessons on Sunday afternoon and the Greek Testament on Monday?—Yes.

1732. Was the reading of the Greek Testament accompanied with comments illustrative of the subject, or did it principally have a reference to the language?—I do not think that there was much reference to the language; there was very little, I should say. The Greek Testament was not done in all the forms.

1733. Not in all the forms?—No.

1734. But you had religious instruction in all the forms to some extent or other?—Yes; they read the New Testament in English, or other Bible subjects.

1735. What was the relationship between the boy and his tutor. Did the tutor stand to him in *loco parentis*?—There was a much closer relationship between the boy and his tutor than between the boy and his master in form.

1736. What did his tutor do for him?—He would give him advice when necessary. The boy would refer to him as to what he ought to do.

1737. (*Lord Lyttelton.*) Would he advise the boy in any case of difficulty as to general conduct?—Yes; I have known such cases.

1738. (*Lord Clarendon.*) Was there any private reading with the tutor?—Yes; there was private reading once a week for an hour or so.

1739. For each boy?—No; what was called private reading at Harrow was a sort of school held by the tutor for his own pupils, for which they would have to prepare something.

1740. (*Lord Lyttelton.*) Was it also some classical work?—Yes.

1741. Did that apply to all the boys?—Yes, to every boy.

1742. And the work was a preparation for what the tutor thought they were able to do?—Yes; according to the forms in which they were.

1743. And did a studious boy, who wished to rise in the school, attach as much importance to that business as to any other part of his work?—No; he attached but very little value to it. It was always done in a more slovenly way than the other work.

1744. The school work was considered then of much more importance?—Yes; it was always so considered.

1745. (*Lord Clarendon.*) Did the tutor do anything towards preparing the work for class?—No; he used for the lower boys to have what was called a pupil room, where all were expected to attend, and be occupied for a certain time in preparing their work for school. The tutor, however, did not hear the lessons to see if the boys knew them.

1746. (*Lord Lyttelton.*) Suppose that a stupid boy stuck fast, would he not go to his tutor for assistance?—No, I do not think he would go to his tutor. In all probability he would go to another boy who knew his lesson better than himself. I have seen boys helping one another in that way.

1747. (*Lord Clarendon.*) Should you say that that system gave to boys who were not naturally industrious or clever a stimulant to work?—It obliged them to do something.

1748. That is, the pupil room did?—Yes, and it got them into habits of regularity of work which afterwards told very much upon their work when they were enabled to obtain a higher position in the school.

1749. I take it then that an idle boy was obliged to do something; he could not altogether shirk?—Yes, he was obliged to do something; he could not altogether shirk, for a certain number of hours during the day he was obliged to be occupied.

1750. Did the boys construe to each other; when three or four were in a room preparing their work, did one construe to the rest?—Yes, that was sometimes the custom.

1751. Was that system popular, or was it thought useful?—I do not think that it was thought useful, but I think it was popular. But of course it seldom happened that there were three in a room preparing their work together; because in a house even with so large a number as 50 boys there would be but very few in the same form together preparing their lessons at the same time. And if they were in the pupil rooms, as they generally were, they would not be able to obtain assistance from their neighbours.

1752. Do they help each other in composition?—Yes, more or less.

1753. (*Lord Lyttelton.*) I suppose that the cleverer ones help the others?—Yes.

1754. Was there ever anything like coercion about it; was a little boy pressed into helping a bigger boy?—I do not think there was any coercion, but an application might sometimes be made to them to do it.

1755. Would a boy get some degree of favour and privilege from other boys if he helped them?—Yes, decidedly; and perhaps a certain amount of popularity.

1756. (*Mr. Vaughan.*) Did any of the boys keep lists or old copies to serve up for some future occasions; copies of verses and themes, for instance?—No, I think not.

1757. Would a clever boy write one or two copies of verses for other boys?—Yes, I have known such things done.

1758. Was it not considered prejudicial to his power of writing; did it not produce a habit of doing the work in a careless manner when he had to write for others as well as for himself?—A good many fellows did it under the idea that they were improving their own composition.

1759. Do you think that it had that effect?—It gave them a great deal of fluency, I think.

1760. (*Lord Lyttelton.*) Do you think that the masters connived at that system, or made no attempt to stop it?—I do not think that they connived at it. On the contrary, they punished it severely if they found it out.

1761. Would the boy who helped be punished as well as the boy who had his work done for him?—Both would be punished. It would, however, be impossible for such a thing to be done under all circumstances, because in certain parts of the school all composition is done immediately under the eye of the tutor.

1762. But when a boy gets into the higher classes, it is possible?—Yes. When a boy gets into the fifth form it is possible; but if, in any case, suspicion were aroused, the master would have the boys he suspected in his pupil room, so that he might be sure they did their verses by themselves.

1763. Then the masters do endeavour, if possible, to put a stop to that system?—Yes, certainly, wherever they can detect it.

1764. (*Lord Clarendon.*) Is a boy punished for habitual idleness?—Yes, most decidedly.

1765. Would he be flogged for habitual idleness?—Yes; but not as a first punishment.

1766. (*Lord Lyttelton.*) He would never be punished if he did his best?—No.

1767. Even if he were habitually idle?—No.

1768. (*Lord Clarendon.*) I believe that the principal punishment is the writing of lines?—Yes.

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1769. What is about the maximum number of lines thus set as a punishment?—A Georgic.

1770. (*Lord Lyttelton.*) The whole of a Georgic?—Yes, the whole of a Georgic sometimes.

1771. (*Lord Devon.*) How many lines would that be?—About 500.

1772. (*Lord Clarendon.*) Is that punishment thought excessive?—Not in the least; but it would never be given for idleness, only for decided breaches of discipline.

1773. It is not one main result of that system that a boy's handwriting becomes spoilt?—I should say not.

1774. (*Lord Lyttelton.*) You never found any bad effect produced upon your own handwriting?—No; I do not suppose that writing a Georgic would have much effect.

1775. When a boy has an imposition given to him, does he feel that he must take some little pains with his handwriting?—With some masters it is necessary that the writing should be very carefully done, but in the case of others, a boy might write anything he liked, so long as it was black and white.

1776. With regard to Dr. Vaughan; was he particular about handwriting?—Yes.

1777. (*Mr. Twisleton.*) I think you stated that boys are admitted into the sixth form by competition from the fifth?—Yes.

1778. Do you believe that that has had a beneficial effect upon the fifth form by giving them a stimulus to work?—Yes, decidedly.

1779. Are you of opinion that if in the fifth form the boys maintained their places and went by rotation into the sixth form they would be more idle than they are now in the fifth form?—Of course they would be.

1780. And from your knowledge of the boys in that class do you think it would be a prejudicial system for the boys in the fifth form not to be subjected to competition in order to get into the sixth form?—I think so, decidedly.

1781. (*Mr. Vaughan.*) How long were you usually under one master. How long would a clever boy be under one master?—He ought to be one term only, if he got his remove every time, which he most likely would do. When he got into the higher forms the removes would necessarily become fewer.

1782. Do you think that such frequent changes are good?—No, I think not.

1783. He had hardly time to settle down under one system before he was removed to another?—The objection was, that when he came to the higher forms he was in many respects ignorant of books which he ought to have known, partly because he had only done short portions of them in the lower forms. They were not done at all in the higher forms, and therefore, afterwards, in general scholarship he was found deficient.

1784. (*Mr. Twisleton.*) Do all the boys construe their lessons at their tutor's before construing them to the master of the form?—No, they never do.

1785. Then the system pursued is different from that pursued at Eton, is it not?—Yes.

1786. (*Lord Clarendon.*) It is entirely different?—Yes.

1787. (*Mr. Thompson.*) Is it never done in any part of the school?—I think, perhaps, that if a boy had been reported by the master of his form to his tutor as having been notoriously idle and as never having prepared his lessons, he might be obliged by the tutor to construe his lessons before.

1788. But, as a general system, it was not the case that he was obliged to construe them before?—No, as a general system it was not the case.

1789. Have you any reason to suppose that that would have been a desirable system?—No, because it would be impossible for the tutor to hear all the boys.

1790. Would it have a tendency to make the boys idle?—Of course they would not have done so much work for themselves.

1791. (*Lord Clarendon.*) Should you say that the hope of reward or the fear of punishment, or the desire of rising in the school and getting better placed, were the principal incentives to exertion at Harrow?—Yes, I think so. I think that the hope of reward, and perhaps a desire to avoid fagging in the lower forms, were the chief incentives to exertion. I may add, in addition, the desire to obtain the school prizes.

1792. Then a spirit of ambition does animate the boys?—Oh, yes, I think so.

1793. (*Lord Lyttelton.*) Suppose a boy had very little talent, he would have very little hope of distinction, would he not?—There is never entire despair for anybody who chooses to rise in the school. He can always rise. There are a good many prizes and steps which can be obtained by everybody, even a boy without natural ability. For instance, there are such things as diligence prizes and things of that kind, which are incentives.

1794. Then in your opinion there is a fair amount of incentive for all the boys?—Yes, I think there is quite enough.

1795. (*Mr. Twisleton.*) And the tone of the school on the whole is in favour of intellectual exertion?—Yes, I think so, on the whole.

1796. (*Lord Clarendon.*) Did you learn much history and geography at Harrow?—Not much.

1797. I mean as part of the school course?—Not much.

1798. Whatever of history and geography you knew you had learned before?—I learned ancient history and geography.

1799. (*Lord Lyttelton.*) Were they taught separately, or were they incorporated with other work?—Both separately and incorporated as well. There was a subject in history always printed in the list for the next term. There was no deficiency in ancient history. There were regular modern geography schools up to the upper fifth form.

1800. Was it obligatory?—Oh yes.

1801. But that was not the case with regard to modern history?—I am not quite certain about modern history; but there was no modern history teaching in any form I was in, until Mr. Butler introduced it in the upper sixth, about two years ago.

1802. (*Lord Clarendon.*) What was the case with regard to modern languages; were you obliged to study French or German there?—We were obliged to attend the schools, but that did not exactly necessitate studying, because idleness in learning modern languages passed more easily than idleness in reference to any other branch of study.

1803. (*Lord Lyttelton.*) Did a boy's ignorance in modern languages, modern history, and modern geography obstruct his rise in the school?—Ignorance in modern languages would. I forget the exact proportion, but there was a proportion between the marks in reference to the one and to the other.

1804. (*Lord Clarendon.*) How far did you go in mathematics at Harrow?—As far as conic sections.

1805. (*Lord Lyttelton.*) How much Euclid did you get through?—The whole.

1806. (*Lord Clarendon.*) Have you since found out that you were well grounded at Harrow?—I have never troubled myself about mathematics since. I think I was sufficiently grounded. I think the mathematics were generally a good deal worked at Harrow.

1807. Was anything done in natural science?—Yes, there were prizes every term.

1808. Was the study optional?—Yes.

1809. What branches did you study?—A subject was chosen every year, and part of it was read each term. There was also a general examination for the whole school, at which prizes were awarded for each form, so that there was an incentive for all to go in for it, although the examination was the same for the higher as for the lower forms.

1810. Did great numbers go in?—There were sometimes as many as 90 or 100.

1811. What books did you generally study?—They varied. For instance, we had Lardner's *Astronomy*, some text book of geology (I forget the name of it). We had also Lardner's *Clocks and Watches*.

1812. (*Lord Lyttelton.*) Was chemistry included?—Yes, and botany.

1813. (*Lord Clarendon.*) Do you consider that there was time enough to study these subjects without

interfering with the classical studies?—Yes, there was plenty of time.

1814. (*Mr. Vaughan.*) How many boys on the average would take up books of that sort in the course of a half-year?—It varied a good deal, according to what the subject was. I have never known more than 90 or less than 30. Perhaps on some occasions it might run so low as 25 or 20.

1815. Was the same subject given to all the boys in the school at the same time?—Yes, and the same examination.

1816. Was that system found to work well?—I think it was, because they had no difficulty in the lower forms in getting prizes equally with the higher forms.

1817. According to their abilities?—According to their forms, and at the same time there was this incentive, that not unfrequently a lower boy might beat a boy in a higher form, which is always an object.

1818. Had they the same portions of the same books to do?—Exactly the same, and the same amount in every way. It was not a very large amount.

1819. Who conducted the examination; who looked over the papers and decided the merits of the boys?—The duty was taken in turn by the masters.

1820. By the classical masters?—By the classical masters or by the mathematical masters, who might have a turn for particular subjects.

1821. (*Lord Lyttelton.*) I presume there always were some who had such a turn?—Yes, there were always some.

1822. How much time in the course of a week would a boy devote to these sciences?—There was a great difference in particular cases. I have known some boys get first in an examination after a couple of nights hard reading. In a general way about three or four weeks would be devoted to it at about one hour or an hour and a half a day.

1823. They take more time at the end, I suppose, as the examination approaches?—Yes, of course there is a spurt put on at the end.

1824. (*Mr. Vaughan.*) But that, I presume was the case in all examinations?—It must necessarily be so.

1825. Has the study of physical science grown in the school, or otherwise?—I think that the prizes have increased in importance. I do not know that the number of competitors has increased very much. It goes backwards and forwards, according to the interest of the subject and according to whether it is easy or hard.

1826. What do you mean by the prizes having increased in importance?—I mean that they are thought more of.

1827. Are they of more value?—Yes, they are of more value. There are also two special speech day prizes of three or five guineas, which are given for the first two in the aggregate besides the separate prizes which each boy gets for each term's work.

1828. (*Lord Lyttelton.*) Are there separate prizes for modern languages?—There are.

1829. Did you obtain any prize in modern languages?—No, I never got one.

1830. Do you know how much time a boy who got one of them would have to give to modern languages?—In a general way, there is no special reading for modern languages, but the prizes are obtained by boys who had some general knowledge previously.

1831. Would they work in holidays for the examinations as well as in school time?—I think so; those who had a turn for modern languages would.

1832. (*Mr. Vaughan.*) Did the Head Master look with favourable eyes upon boys who took the physical science prizes, or did he consider those prizes inferior?—Yes, decidedly; Mr. Butler especially; I have heard him publicly notify before the form that he was pleased to see that those who had done well in classics had done well also in languages and physical science.

1833. (*Lord Lyttelton.*) In your opinion, does the study devoted in the school to modern subjects diminish the attention given to classics?—Not in the least.

1834. (*Lord Clarendon.*) In no way do they interfere with them?—In no way.

1835. Was there plenty of time for them?—Plenty; they were not hard worked, but there was a good deal of classical work done in the school.

1836. Were you a member of the debating society at Harrow?—Yes.

1837. Was it popular; had it many members?—There were always the same number of members.

1838. The number is limited then?—Yes.

1839. (*Lord Lyttelton.*) How many were there?—Between 20 and 30.

1840. (*Lord Clarendon.*) Do you think that that led to reading history as a preparation?—I think it did to a certain extent.

1841. (*A Commissioner.*) Was that the club you spoke of just now?—No, that was quite a different thing.

1842. (*Mr. Twisleton.*) It was composed of a different class of boys altogether?—Yes.

1843. (*Lord Lyttelton.*) Then the monitors or the sixth form had no prerogative in this society?—The monitors were *ex-officio* members.

1844. And were the rest elected by ballot?—No; I think they were elected upon a show of hands.

1845. By an open election?—I think so.

1846. (*Lord Clarendon.*) What is the average number of hours in the week that a boy is engaged in work?—In the whole school day there are about four and a half hours in school, and in addition to that they would probably be engaged two hours in preparing, if the work was honestly done.

1847. (*Lord Lyttelton.*) That would make six hours altogether?—Yes, or rather more.

1848. You obtained classical honours, I believe?—I was head in classics.

1849. Did you make a special effort at the end?—We always had to work up for our examinations at the end; we put on a special spurt then.

1850. What length of time did you devote to work in your last school time; how many hours a day?—In an ordinary way not more than six hours.

1851. Including the school hours?—Yes.

1852. But when near your examination you would give two or three hours more?—Yes, it would perhaps be more than six hours if there were any special school prize to get up for.

1853. (*Mr. Twisleton.*) Did you translate into Latin?—Yes, and into Greek.

1854. What was the proportion of the translations into Latin as compared with original composition, either prose or Latin verse?—There was a great deal more of English into Latin than of Latin into English. There was an original Latin essay in the sixth form every other week, and there were original verses every other week, I mean Latin verses. They were never original in Greek, except on one or two occasions.

1855. Do you approve of the system of translating occasionally from English into Latin?—Oh yes, I think originals in composition is a mistake.

1856. Is it not the case that if a boy merely has to compose originally in Latin prose he makes use of phrases with which he is acquainted, and he cannot acquire such a knowledge of the language as if he were obliged to translate from English into Latin?—Yes, I find at Oxford, for instance, that there is very little use for original composition of any kind whatever.

1857. (*Lord Lyttelton.*) Is the opinion at Oxford that at Harrow the original composition is too much, and the translation too little?—I can hardly say that it is the opinion at Oxford.

1858. (*Mr. Vaughan.*) Do you write Latin at Oxford?—Not ordinarily to any very great extent.

1859. Not in the regular college work?—No.

1860. (*Lord Lyttelton.*) Do you think they have translation enough?—Not enough, I think, with regard to translation from Greek or Latin into English.

1861. (*Mr. Twisleton.*) Written translations you mean?—Yes.

1862. Do you consider it essential that the boys should be practised in translation *viva voce*?—Yes.

1863. (*Lord Lyttelton.*) Does Oxford make more

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of translation than Harrow in reference to the power of writing English?—Yes, I think so.

1864. (*Mr. Twisleton.*) Are you ever required to write an English essay?—Yes, every other week.

1865. (*Lord Clarendon.*) Is that at Oxford?—At Harrow; but the same thing applies to Oxford.

1866. (*Mr. Vaughan.*) The mere translation *vivâ voce* would not exhaust a person's power over the English language?—A person would look more to a literal examination than a free one.

1867. (*Lord Clarendon.*) Were you one of the eleven?—I was not one of the cricket eleven.

1868. Were you one of the football eleven?—Yes.

1869. What time did it take in the case of those who aspired to be distinguished at it?—For cricket, every evening from six to sometimes half-past eight. On half school days we also had from two till six, and on other days there would be about an hour between school-time and dinner. There would be altogether about three hours on the whole school day, and six hours on the half school day.

1870. Looking back to the fact that you have had some experience of the university, and that you have now left Harrow some time, do you think that the time you employed at Harrow was employed in the most profitable manner. Is there anything which strikes you as being disadvantageous in the school system of Harrow that you would like to see remedied?—I should like to see more translation, as far as the studies go, translations from Latin and Greek into English, and more *regular* attention to modern history.

1871. Do you think that in general the system is good?—I think so.

1872. Both with regard to the acquisition of knowledge and the formation of character?—I think so.

1873. And that a boy gets a fair amount of knowledge there, and leaves school high-spirited, with gentlemanlike feelings?—Yes.

1874. (*Lord Lyttelton.*) Do you think that the teaching of the Latin grammar is done in the best method?—Fairly.

1875. Have you heard any complaints at Oxford as to the mathematical knowledge of the boys when they come up from Harrow?—No.

1876. (*Mr. Twisleton.*) I believe, Mr. Ridley, that you are at present a scholar at Balliol?—Yes.

Victoria Street, Wednesday, 17th December 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART.
HON. EDWARD TWISLETON.
REV. W. H. THOMPSON.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

ROBERT LANG, Esq., called in and examined.

R. Lang, Esq.

17 Dec. 1862.

1877. (*Lord Clarendon.*) How long were you at Harrow?—Six years and two quarters.

1878. When did you leave it?—In the summer of 1859.

1879. Since that time you have been at Cambridge?—Yes; till June this year.

1880. (*Lord Lyttelton.*) Have you left Cambridge now?—Yes.

1881. (*Lord Clarendon.*) What college were you at?—Trinity.

1882. And you took your degree?—Yes.

1883. Will you have the goodness to give us shortly your opinion on the manner in which the monitorial system works at Harrow; what are the duties and the powers of the monitors?—First of all the powers were different in the houses and generally in the school.

1884. (*Lord Lyttelton.*) You were a monitor yourself?—Yes. I cannot speak very well about what it was in the houses, because I was only in a house one quarter; that was my last quarter. I went there as head of Dr. Vaughan's house in the summer quarter, but having never been in a house previously I can say but little.

1885. (*Lord Clarendon.*) Where were you?—I lived at home.

1886. Your family lived in the town?—Yes.

1887. That did not interfere with your being a monitor?—Not in the least.

1888. It only prevented your having any experience of house duties?—Yes; because I should think that being a lower boy in the house you were better able to see what was the bearing of the monitors with respect to the house.

1889. Why did you in your last half year go into Dr. Vaughan's house?—Dr. Vaughan lost the head of his house, and had no monitor in his house, so he asked me to take the head.

1890. It was because there was no monitor there?—There was no monitor in the house, and I was a monitor, and he requested me to come in as head.

1891. You did not find any difficulty about exercising your authority in the house?—Not the least.

1892. Then I will not ask you anything about the exercise of it in the house, but I will ask you generally whether you think the system is useful?—I think so, certainly.

1893. And that it works well?—I think so.

1894. You think it enables boys usefully to exercise a certain kind of authority which the masters have a difficulty in exercising?—Certainly.

1895. It gives them a knowledge which the masters would not be able to give them?—Yes.

1896. And they are able to get that knowledge without any objection on the part of the others?—Quite.

1897. Or detriment to their own position or character?—Quite.

1898. You do not think that the power with which the monitor is entrusted is detrimental to him?—I do not think so. Of course it depends a great deal on the character of the boy, but as a rule I should think not.

1899. Should you think that it inspired him with a proper sense of responsibility, or that it rather made him arbitrary and despotic?—I could scarcely say; I know I felt the responsibility myself a great deal.

1900. (*Lord Lyttelton.*) Do you not see a risk, considering the unformed character of boys at that age, that there might be, with any precaution, always many boys who might be injuriously affected by the possession of so much power as that: I do not say with the good boys, but must not there be many who would abuse that power?—I almost doubt that; because they would be kept in check a great deal by the others.

1901. You did not perceive it in your own experience?—No; of course every now and then, once or twice, you did see it; but then public opinion rather went against it.

1902. And the other monitors acted as a check for the credit of the corps; one monitor might advise another to be more temperate in the use of his authority?—Certainly.

1903. I think it is generally looked upon, certainly by Harrow masters, as the keystone of the Harrow system?—I think quite so.

1904. Should you think it is generally recognized

by the school?—Certainly, quite recognized; and I think quite approved of, generally, as far as I can see.

1905. And on the part of the boys it is cheerfully submitted to?—Quite. If they think there is anything arbitrary they can always appeal to the whole body, and then appeal from that to the Head Master if they choose, and, of course, if the Head Master sanctions the decision of the monitors the boy must then submit to their authority or leave.

1906. (*Lord Devon.*) In what way would that appeal work. Supposing a boy to have done something for which a monitor, in the exercise of his judgment, thought it necessary to inflict a caning—the monitor has his hand uplifted with a cane in it; supposing the little boy were to say, "I appeal to the "whole body of the monitors?"—Yes. He cannot cane him if he chooses to appeal to the monitors.

1907. (*Lord Lyttelton.*) Was it often done?—No; once or twice; but as a rule it is submitted to.

1908. The little boys know that they may appeal?—Yes.

1909. Have you known it once or twice only in you experience?—I think only twice.

1910. Do you know of any appeal to the masters?—In one case. The first case I remember is the case of Platt and Stewart. In that case it went to the Head Master, and the Head Master advised Stewart to submit.

1911. In your time you knew one or two cases of appeal altogether, or more than that?—I knew of one certainly.

1912. An appeal to the whole body of the monitors, or to the Head Master?—To the whole body of the monitors.

1913. Do you know, besides Platt's case, of an appeal to the Head Master?—No; I do not think so.

1914. (*Lord Devon.*) Were you one of the body to whom the appeal was made?—I was away from Harrow at the time. I was a monitor at the time, but I was not at Harrow.

1915. You were cognizant of what took place?—No; not personally.

1916. (*Lord Clarendon.*) Was there any bullying when you were there?—Of course there were instances of it; but I do not think so as a rule.

1917. You think the school had improved in that respect, because I daresay you are aware that there were some cases of bullying, and that whether justly or unjustly, Harrow had rather a reputation for it?—Yes; there were certainly.

1918. But it had ceased?—I think so to a great extent. That is, as far as came to my knowledge.

1919. If anything of the kind had come to your knowledge as monitor, you would have felt yourself bound to interfere with it?—Yes; if it had anything to do with me.

1920. But with you, not being in the house, it was different?—Yes; I had no case of bullying in the house. I was only one quarter in the house, and I think there was not the least case of bullying, nor any approximation to it.

1921. Was there much drinking while you were at Harrow?—I never but once came in contact with it.

1922. (*Lord Lyttelton.*) Drinking in excess do you mean?—Yes. I never actually came in contact with it but once. Of course one heard frequently of its taking place to a slight extent; but I do not think to any great extent.

1923. (*Lord Clarendon.*) There was nothing like habitual drinking?—I do not think so.

1924. Where could they go. At Harrow there are no public-houses which they would venture to go into?—Yes; there are one or two rather out of the way.

1925. Where the boys go?—Yes. Not as a thing connived at; any case, on discovery, would be promptly punished; and I think there are men about the place who can fetch it for them.

1926. And bring it into the houses?—No; they may go and have it about Harrow—in the country round—a good deal I think. But I do not think it comes much into the houses. I certainly knew one case, while I was in the house, but that was the only one.

1927. Would the public opinion of the school be against the boys going out into the fields, and being met by men with beer, and that sort of thing?—I should think it is one of that sort of things that are scarcely looked upon as very serious by the boys.

1928. If a monitor were to see a man serving out beer under a hedge to three or four boys, would he shirk the boys or would he admonish them?—I think the majority would certainly admonish them and probably cane them.

1929. (*Sir S. Northcote.*) That is if they were low in the school?—No, anywhere. I think the upper fifth cannot be caned, but all below the upper fifth can be caned.

1930. (*Lord Clarendon.*) Was there any gambling?—I do not think there was much. There certainly was some. I did not come across any actually, but I heard of it.

1931. Was it to any extent?—No; I do not think so.

1932. It was confined to a limited number, do you think?—Yes; certainly.

1933. And no immorality or vice, or at least if there was anything of that sort it was confined to a few?—I think so.

1934. Would you say that during the time you were there, the tone of the school was honourable and gentleman-like?—I think so.

1935. Was there an abhorrence of lying?—Yes.

1936. (*Mr. Thompson.*) That might depend on the person to whom the lie was told?—Yes; a great deal.

1937. As to the relation between master and boys, would veracity be insisted upon by public opinion as well as by the masters themselves?—I think scarcely so much as in the case of boys and boys.

1938. Naturally, it would not be so much so; but do you think that there was a sufficiently strong sense of the importance of veracity?—Yes; I think, I may say certainly, as a rule, the boys were horrified at it.

1939. If any boy in the sixth form told a deliberate falsehood to the Head Master, he would be pointedly condemned?—Yes.

1940. And perhaps in the fifth also?—Yes.

1941. The lower you got in the school, the less it was thought of?—Yes.

1942. (*Sir S. Northcote.*) If a master had said to a boy, "I saw you going into a public-house to-day," and the boy said, "No, you did not," would that be thought wrong?—I think that would be thought wrong in the upper part. The lower boys I should think had not that sense.

1943. (*Mr. Thompson.*) In fact, their moral sense was not formed?—No.

1944. (*Lord Clarendon.*) There was no abuse of the system of fagging in your time, was there?—You see the chief abuse in house fagging I do not know personally; I can only speak from the quarter I was in the house. The fagging during that time I can simply put down as almost nothing.

1945. (*Lord Devon.*) You were in the largest house?—Yes.

1946. (*Lord Clarendon.*) The number was 60?—63 were under me; but only 42 were directly under me. There was the old house and the new house.

1947. With respect to the Sunday, although you were at home, you passed it, as far as the going to church or chapel, and the Sunday lessons are concerned, exactly the same as the other boys?—Yes.

1948. (*Sir S. Northcote.*) Was there much complaint on the part of the boys, especially those who lived at home, of their having so much to do on a Sunday?—A little. It was rather thought so; but I think it was thought necessary. I think they acquiesced in it.

1949. Why did they think it necessary?—For the boys in the house more than those at home.

1950. For the sake of keeping the boys out of mischief on a Sunday?—Yes: to a certain extent. It

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used to give them work in the evening to prepare for the next day.

1951. Was it partly with a view to prevent their having long times to themselves, and going long distances?—Yes.

1952. Might not that object be accomplished by having names called at certain times?—We never had names called on Sunday at any time.

1953. (*Lord Clarendon.*) Do you think the preaching in the church at Harrow had much effect on the boys. Did they like it?—I think so. The attention was very marked during the sermons. I used to like it, and I was talking with another boy on the subject the other day, and he said certainly the preaching was liked on the whole. Of course a good many of the morning sermons were not very much cared for.

1954. (*Lord Lyttelton.*) You heard the Head Master's sermons?—Yes; and those of a few of the under masters.

1955. The Head Master preached in the evening, and the under master in the morning?—Yes.

1956. You were in Dr. Vaughan's time entirely?—Yes.

1957. (*Lord Clarendon.*) Do you consider that you derived great advantage from your tutor?—Individually, I certainly did derive a great deal.

1958. When you say you did individually, was not that generally the opinion of the school that they derived much advantage from it?—It depends so very much on the tutors.

1959. Who was your tutor?—Mr. Pears, till he went to Repton, and then Mr. Westcott. From him I am sure I got a great deal of assistance, because I was able to go and ask his help or assistance at any time.

1960. And upon any work?—Yes.

1961. Whether school work or other work?—Yes.

1962. Any difficulty you met with in any book which you were getting up for yourself?—Yes.

1963. (*Sir S. Northcote.*) How many pupils had he?—I think on the whole about 40.

1964. (*Lord Clarendon.*) Were you able to go to him whenever you liked and get his assistance?—You see one asked his assistance chiefly at the stated times when you went to him. I think there is a little difference living at home. I think you had a little advantage that way.

1965. What advantage would you have living at home in respect to your tutor?—I think the boys in the houses perhaps did not like going quite so much to their tutors.

1966. (*Mr. Thompson.*) Mr. Westcott had very remarkable qualifications for a private tutor, had he not?—Yes; he certainly used, I thought, to take great pains with me.

1967. (*Lord Lyttelton.*) Did you understand there was any difference between the boys in the great houses and those in the small houses in that respect. The boys in the small houses thought more of their tutors, did they not?—Just the few in the house, but the great majority of his pupils were in the other houses.

1968. I mean those who were in the small houses?—Yes; they were able to ask his assistance more in the evenings.

1969. (*Mr. Thompson.*) You mentioned reading books for your own instruction which were not required in the routine school work; was that a common practice at Harrow?—No, not very.

1970. Would the best boys do it largely; I mean the best scholars—to any great extent?—No; I do not think it is carried on to any great extent by any one.

1971. (*Lord Devon.*) Will you mention what books you read in the matter of private work?—My private work was chiefly given up to mathematics because I read mathematics privately, and any spare time I had was chiefly given to that.

1972. (*Lord Lyttelton.*) You obtained mathematical distinctions, did you not?—No, not actually, except throughout the time I was there.

1973. I mean the mathematical prize?—I was generally in the first two or three.

1974. (*Lord Clarendon.*) What should you consider was the greatest stimulant to work; was it the desire to improve the position in the school, or to obtain prizes, or the fear of being thought idle and punished for it?—I think, perhaps, it was mostly the place in the school.

1975. All the boys took great interest in the places which they obtained for themselves, and those which others obtained?—Yes, I think so.

1976. The paper which is issued every half is conned over with great interest, is it not?—I think so certainly, by the majority of the boys.

1977. Did you pay much attention to modern languages while you were there?—I am sorry to say I did not.

1978. They are obligatory now, are they not?—Yes; but you need do nothing at all in modern languages, it can be dreadfully abused. For instance, I never did anything in modern languages and I got several prizes.

1979. (*Mr. Thompson.*) For modern languages?—For what we call "copies;" that is, for work during the quarter, simply because I did my exercises to a certain extent.

1980. In short you did not learn much?—I think I knew more modern languages when I went there than when I left. If you chose to learn you could. I think the French master under whom I was throughout my time was certainly a very good one.

1981. (*Mr. Thompson.*) Who was that?—M. Masson.

1982. (*Lord Lyttelton.*) Did many of the boys pay much attention to it?—A few did, certainly. There were cases of boys who came knowing nothing, and who left very fair scholars.

1983. Those who happened to have a turn for it?—Yes.

1984. And generally it was looked down upon?—Yes; they did not give any time to it.

1985. Is there a German master?—Yes.

1986. Did those boys who learnt German pay more attention than those who learnt French?—No, I think not; there were just a few of the best French and German scholars who paid attention to it, because there was a prize to be won.

1987. Were they generally boys who distinguished themselves in other respects, or chiefly special boys?—Yes.

1988. (*Lord Clarendon.*) What could you do in French when you went to Harrow?—I knew the French Grammar very well and some words; I was pretty well grounded in it at the private school.

1989. What did you know when you left Harrow?—I had forgotten the words, and I do not think I knew the grammar very well.

1990. And the German the same?—I did not learn German.

1991. You do not think there was amongst the boys any notion, that modern languages might be useful to them in after life?—No, I do not think so. I am sure we did not think so.

1992. Nothing was said by any of the masters to call attention to it, to show the boys how or why it would be important to them?—No, I think not. You did not find it out that you ought to have learnt it till you left Harrow.

1993. (*Mr. Twisleton.*) There were some good German scholars among the masters. Did they never suggest to you or the boys, the desirableness of learning German?—I do not think so.

1994. (*Lord Clarendon.*) Did you learn modern history and geography at Harrow?—Next to no geography. We used to do geography occasionally, but it was rather a farce. History we did.

1995. (*Mr. Twisleton.*) It was rather a farce?—No.

1996. (*Lord Clarendon.*) What modern history did you learn?—We had modern history to learn in the holidays, and it counted into the examinations, so that there was some reason for getting it up. It counted into the examination at the end of the half year.

1997. What was the most modern point in modern

history. Anything below 1688?—Yes; 1815 was the lowest point.

1998. How much did you do in mathematics at Harrow?—I gave a good deal of time to mathematics. In the upper forms we used to have three hours a week; one hour every other day. Of course, we had a good deal to prepare before that; work which took one perhaps two hours, if you did it carefully, for each school.

1999. How far did you go?—I did a little conic sections, and some statics, I think. It was getting on gradually about the time I left. They got to differential calculus, but that was just at the end. That was in private tuition, not in the regular form.

2000. (*Lord Lyttelton.*) You had the facility for learning as much as you wished?—I think so. The mathematical masters took great pains with us.

2001. (*Lord Clarendon.*) If the boys showed any disposition?—Yes.

2002. Were you satisfied with your own position at Cambridge, both as respects mathematics and classics, with reference to that of other young men coming from other schools. Do you think that your position is as good as theirs. Do you know as much?—No; not in mathematics. I should think as much mathematics as the larger public schools—the older public schools; but in all the newer schools they came up much better prepared in mathematics, but not usually in classics.

2003. Which of the newer ones. Will you give us the names. The City of London?—Yes.

2004. (*Lord Lyttelton.*) Marlborough?—No, I do not think so.

2005. (*Sir S. Northcote.*) Cheltenham?—No, I do not think so.

2006. (*Mr. Thompson.*) The Grammar school at Ipswich?—Yes; I know it sent up a man who got the Caius College open mathematical scholarship.

LORD LYTTELTON IN THE CHAIR.

2007. (*Lord Lyttelton.*) I believe you were captain of the eleven?—I was captain two years.

2008. Do you think that the general estimation of a boy in the school is higher than it ought to be in respect to games; does it give him too high a position?—Yes; it does.

2009. Do you think it overbalances the studies of the school?—It rather does, certainly.

2010. Are the cases frequent of good cricketers being also studious?—Yes.

2011. How many hours in the cricket season in a week would be employed in cricket?—There were three half-holidays, and cricket went on certainly from two to six. That was on the three half-holidays, and every evening most boys were down till locking-up time, whatever time that happened to be, ranging between half-past seven and half-past eight.

2012. (*Mr. Thompson.*) After tea?—Yes; and then a few boys—but very few—used to play on the whole school day also, for about three-quarters of an hour after dinner; but they were very few. They were boys who certainly did next to no school-work.

2013. (*Sir S. Northcote.*) About 20 hours a week, do you think?—Yes; about that, I should think; but that was with a boy who took every opportunity.

2014. (*Mr. Thompson.*) Rather an extreme case?—Yes.

2015. Fifteen hours, perhaps, would be nearer the average?—Yes.

2016. (*Lord Lyttelton.*) Generally speaking, were those who played a good deal at cricket better or worse than the average of the school. Do you think that they were the best set as to general character?—Yes, I think so, certainly.

2017. Did the masters take interest in the cricket?—Yes.

2018. I do not mean play; but did they look on?—Most of them came down occasionally; many of them often.

2019. Did they inquire about the matches?—Yes, several of them; I should think more than half of them.

2020. Is there cricket fagging at Harrow?—Yes.

2021. What is the cricket fagging. Does the boy who is fagging learn the game?—Yes, he does, certainly; because he has to stand behind the wickets and stop the balls, which is a very essential part of the game.

2022. He never learns batting?—No; you see no boy need fag more than once a week. If he is sent down a second time he may simply come to the captain of the eleven.

2023. (*Mr. Twisleton.*) He would be well grounded in fielding?—Yes.

2024. (*Lord Lyttelton.*) He does not bowl, does he?—If he is a good bowler; I used to bowl half my time when I was a fag.

2025. Were you a football player?—Yes.

2026. Do the same sort of boys play at football as at cricket?—Yes; much the same.

2027. Football took less time than cricket, I presume?—Yes; but I think it took up almost all the time they could give to it. Of course it took up shorter time, because the evenings were not so long in winter time.

2028. Football was practically compulsory?—Yes; for two or three years, I think.

2029. There is no fagging at football, as distinguished from playing, is there?—No. There are two games; the boys from the smaller games are sent in detachments about every quarter of an hour to what is called "keep the base" in the bigger game, that is, to prevent the ball coming through. That of course was the only thing; sometimes that used to be forgotten, and the club keeper, as in the smaller game, had the sending of those boys. They did not act quite fairly; but there was a good deal of noise about it a short time ago, and they have it pretty regular now.

2030. You had a debating society?—Yes.

2031. Do you think a boy who was popular and of good character, but who was not fond of reading, would be elected into the debating society on the score of his general position?—I think they would not exclude anyone who wished to join.

2032. Would all the boys be expected to take part in the debates?—Theoretically they were. They must speak once in the first three times; but I know it was not so practically.

2033. (*Sir S. Northcote.*) Was not the number limited?—I am not quite sure. I think all the monitors were in it, *ex officio*. I cannot quite say.

2034. (*Lord Lyttelton.*) Would a boy who could not be of any use in the debates be elected for his general character and position in the school. Would it be necessary that he should take part in the debates?—No.

2035. (*Mr. Thompson.*) Probably you would think it rather the exception for a boy to be blackballed?—I think so.

2036. Much as it is at Cambridge?—Yes.

2037. Do you think it is as easy of access as the Union at Cambridge is, where the ballot is, or was a mere form?—Perhaps it is a little more than that. I should think the ballot was quite a farce at the Union.

2038. Did the debating society go on all the time you were at Harrow?—Yes; not in the summer quarter, but in the other quarters.

2039. Without interruption. Did it never die away?—No.

2040. It was always carried on with tolerable spirit?—I do not know that it was carried on with much spirit. I do not think there was much spirit; but it never died out.

2041. There was no reading-room in connexion with it, as at Cambridge?—No; it was held in the monitor's library.

2042. (*Lord Lyttelton.*) Had the upper boys much individual intercourse out of school with the Head Master in your time?—The first 10 monitors

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were entirely under him, as regards composition, and used to see a great deal of him; the rest of the sixth form used to see him with one or two exercises once a fortnight; but not further than that, unless you were in the house. Most of his available daytime was occupied in seeing the sixth form. Also, he was in the habit of seeing boys in his study when they liked to come, and occasionally walked with them.

2043. I do not mean in the house, but as upper boys. On looking over exercises with one of the upper boys would he speak on general subjects with him?—Yes.

2044. Did they go to him in the evening to tea, or anything of that sort?—Generally dinner, that was all; once a term. Perhaps one or two of the upper boys might go twice; but generally it was but once.

2045. (*Mr. Twisleton.*) Did you construe your lessons to your tutor before you went up to the master of the form?—That varied with the tutor. It was not the case with either of my tutors. You never do it, you only prepare your work in the pupil room in the lower forms below the remove, not in the fifth or sixth form. I know it was the custom with some, but I do not think it was liked.

2046. It was not part of the regular system of the school?—No, I do not think so, certainly.

2047. And it was not liked?—I do not think the masters of the form liked the tutors to let the boys translate it over to them.

2048. Was that on the principle that it was fairer that they should all learn their lessons previously, and say them as well as they could in the form?—Yes. They might always ask the tutor to assist them while they were learning them; but I know one or two tutors used to have them round them before school time and let them construe them.

2049. But there was no system of construing to their tutor before they went to the form?—No.

2050. You consider it better that there should not be the custom of construing to the tutor previously to construing to their master in form?—I hardly know.

2051. (*Mr. Thompson.*) Perhaps you have not considered that?—I have scarcely thought of it; it was so very seldom done.

2052. (*Lord Lyttelton.*) Apart from any expense of going on journeys to play, or the like, what was the cost of the game at the school itself, what was the expense. Was the captain of the eleven put to any expense beyond others?—No, none whatever.

2053. But the eleven, I presume, had some expenses?—No, none whatever; the eleven and the sixth form were all on the same footing as far as expenses were concerned. The subscriptions ranged from 5*s.* to 1*l.* All the sixth form and all the eleven paid a pound for their subscription during the summer term.

2054. Had not the eleven a particular dress?—Yes.

2055. That would be an expense?—Yes.

2056. Was that all?—Only in regard to dress, I think.

2057. They had no dinners, or anything of that kind?—No; they were always paid for. There was one match in which we gave a dinner, but the school gave it. The captain of the eleven had nothing to do with the money.

2058. (*Mr. Twisleton.*) Looking back to the system which prevailed at Harrow when you were there, are there any improvements in the system of instruction which suggest themselves to you?—I think, certainly, more attention ought to be paid to the writing of essays and things of that sort.

2059. To the writing of original essays?—Yes.

2060. Both in English and Latin?—Yes; chiefly in English.

2061. (*Lord Lyttelton.*) Do you think there was translation enough?—Scarcely; I think there ought to be more translation. I mean written translation.

2062. (*Mr. Twisleton.*) From English into Latin?—No; I mean translation from Latin and Greek into English.

2063. (*Lord Lyttelton.*) With a view to the power of writing English?—Yes.

2064. (*Mr. Twisleton.*) Are there any other points on which you would like to offer a suggestion?—I think when I was there the reading of Latin and Greek authors was certainly not general enough. It was rather a small circle of books that we read at all. I think lately it has been a little improved.

2065. Did you find when you went to Cambridge that you had not read so many Latin and Greek works as some boys who had come from other schools?—I do not know exactly in comparison with other schools; but you found it in your work generally. I do not know whether it was so in comparison.

2066. (*Mr. Thompson.*) How many Greek plays do you imagine a sixth-form boy going to Trinity would have read?—That depends on the time he would have been in the sixth form; a boy who had been in the sixth form two years in all probability would have read all Sophocles, and perhaps a couple of plays of Aristophanes, and perhaps a couple of Æschylus, and a couple of Euripides; say, perhaps, on the average, six of Sophocles; but it required a boy to be at least three years in the sixth form to get the full benefit of the system, and he would then have read all Sophocles, about four of Aristophanes, most of Æschylus, and three or four of Euripides.

2067. Would he have read such authors as Thucydides and Demosthenes in anything like the same proportion?—Not in the same proportion.

2068. Would he have read Homer?—No; he would seldom read Homer in the sixth form. Perhaps you read three or four books in the fifth, but that would be about all, except with the private tutor.

2069. Homer was not a favourite with the boys?—No. I think Mr. Butler has given them Homer lately; but we certainly did none in the sixth form except with our private tutor.

2070. I think there are a good number of Harrow Compendiums, are there not—reading books in Greek and Latin?—None; they are quite done away with.

2071. There is no poetry book?—No.

2072. Now the entire authors are read instead?—Parts of entire authors.

2073. Considerable parts?—Yes.

2074. How much Herodotus do you think would be read either in the sixth, or before you get there?—I think very little. I do not think I read above a book and a half.

2075. And as much of Thucydides, or more?—I read about a couple of books.

2076. Any Plato?—Very little Plato. I read two, I think. But then I must repeat that I was only two years in the sixth form.

2077. Xenophon?—Xenophon was kept almost entirely for the shell.

2078. (*Lord Lyttelton.*) Did you go in for the classical tripos?—No; I did not read classics at Cambridge. It was mathematics.

2079. (*Mr. Twisleton.*) Did you learn much by heart?—Yes, a good deal; but I do not think so much as in other schools.

2080. How many books of Virgil did you learn by heart?—Very little. I suppose not above a book and a half.

2081. And Horace?—Most of Horace. Certainly all the odes, and a good many of the epistles.

2082. (*Mr. Thompson.*) Do you think the repetitions have been shortened; from what you hear of Harrow in past days do you think less lines are learnt by heart than formerly?—No; I do not think so.

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ANALYSIS OF THE EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of Evidence.]

BUTLER, Rev. HENRY MONTAGU, M.A., page 153.

Has been Head Master of Harrow since November 1859; 1, 2. Believes the Governors have always been ready to aid the School liberally, but their funds are not large; at the last annual meeting they acquiesced in a request which he made to them to give the temporary possession of a house which had recently become their property to the custos, a servant employed to look after the buildings, whose house was incommodious; 9–12. The Vicar of Harrow, or the Head Master, is, by the will of the Founder, to be paid annually for preaching 30 sermons at the parish church of Harrow-on-the-Hill; as a matter of fact this is the only clause in the will which contemplated the Head Master being in Holy Orders; 14, 15. There are only two masters referred to in the Founder's will, the "schoolmaster" and the "Usher;" the latter, sometimes called the Under Master or the Lower Master, has charge of the Lower School, beginning at the Fourth Form; 17–20. A strong feeling prevails at Harrow that a portion of the money left by John Lyon, mainly for the benefit of the School, has been unjustifiably devoted to repairing the highways from London to Edgeware and London to Harrow; but witness does not understand the legal merits of the question; 21–24. The "Sayer Gift" is applied to two exhibitions of 50 guineas each, founded in 1830 by an old Harrovian, for such Harrow boys as should go to Caius College, Cambridge, the examination embracing the regular studies of the School—classics, mathematics, and modern languages; 25–27. The trustees or managers have the management of the lands, revenues, &c., and the appointment of the Head Master and Usher, also their dismissal for misconduct, but they never interfere in the administration of the school; and the responsibility lies entirely with the Head Master; 29, 30. The Usher is regarded as one of the Assistant Masters; witness, as Head Master, habitually consults the Assistant Masters, but not the Usher in especial; although appointed and removable by the Governors, the Usher has always been taken from the Assistant Masters, and, therefore, is one of those originally appointed by the Head Master; witness would only consult the Governors on any material improvement in the buildings, not with regard to the administration and government of the School; 30–42 and 127–132. Dr. Vaughan established the "English Form;" this was an innovation, and he consulted the Governors on that point; but witness would not consult them relative to the administration even of that form; as to the School, if he thought that physical science and modern languages ought to assume a more prominent position, and that it was desirable to permit a diminution of classics, in order that the boys might pursue one or the other of those new branches of study, he would not feel bound to consult the Governors, but if he considered the change organic and fundamental, he should probably, as a matter of courtesy, make it known to them, although there is nothing in the Founder's will to compel him to do so; 43–49. Declines expressing any opinion as to the strict obligation under the statutes of John Lyon, but conceives he is acting in conformity with long and well-recognized usage in maintaining that in all the ordinary circumstances of administration the Head Master would not feel it to be his duty to communicate with the Governors; 50, 51. In his Answers occurs the phrase "annexed to the statutes are certain rules prescribing the "course of study;" this is adhered to so far that the course of study is mainly classical, but it has not been conceived that this direction is at all a bar to collateral studies; 52. The body of rules not adhered to in instances particularized; 53–63. The order that on the appointment of a Master the rules shall be read and a promise required of their faithful performance is not observed; 61–63. Miscellaneous details as to revenues, salaries of Masters, fees, profits of boarders, &c.; there are 22 Masters altogether, 11 clergymen and 11 laymen; repairs of the new building fall on the Head Master; the extreme income of the Head Master is 6,288*l*, out of which the whole expenses of the private part of his establishment have to be paid, as well as many other out-goings, some of which he enumerates; 64–104. Subscriptions amounting to 30,000*l*. from Harrovians, in his own time and his father's, for building chapel, Master's house, &c.; 105–118. Head Master takes upon himself the teaching in School of the highest form, and

Butler, Rev. Henry Montague, M.A.—*cont.*

examines other forms periodically; desires to do so twice a quarter, but has found himself unable to examine them quite as often this quarter; mode of examination; 124–126. No rule establishing a definite proportion as to masters and boys; it is understood, however, that 35 is the maximum number to a Classical Master; 30 would be better, and an addition to the staff of masters is in contemplation as soon as the new rooms are completed, which will be about Easter next; the limitation of the number rests with the Head Master; 119–133. Any inhabitant of Harrow, on application to the Governors, can place his son or sons at the school on the foundation of John Lyon; if there is any limit as to numbers it rests exclusively with the Governors, who appoint the Foundationers; at the beginning of each term the Head Master receives from the solicitors of the Governors a list of those whom the Governors have admitted on the Foundation; the Head Master has no power to admit boys to the Foundation, nor to refuse admission to those placed on the Governor's list; 134–136. Residence the only qualification; 146, 147, and 150. These Foundationers are home boarders; at present there are 32; the entire expense for them, including private tutor, is 17 guineas a year; 137–139. The private tutor system prevails at Harrow; the Non-foundationers must pay for the tutors; to place all on an equality the Foundationers have private tutors also, which they generally pay for; but there have been instances, in case of the Foundation boys being *bonâ fide* poor, of the private tutors teaching them without pay; 140–145 and 193, 194. Perhaps it might be more consistent with a "free" education that this private tutor fee should be paid by the Governing body, as at Rugby and Eton; they have little more than 1,000*l*. to deal with; 195–197. In many instances the Foundationers are the sons of widows, who come to Harrow for the purpose of procuring a cheap education of their sons; 148–150. Scarcely an instance of the son of a Harrow tradesman in the great School; 177. The English form approved by the tradespeople and farmers; 22 boys in the form; 178–183. Details as to the English form; the Master not a University man, but from St. Mark's Training College; the boys pay 5*l*. and find their books; 200–214. At present there are 430 boarders and 40 or 50 home boarders, including the Foundationers; thinks it might be desirable that the Governors or Head Master should have the power of limiting the number of home boarders, should they ever seem likely to trench on the dominancy of the boarder element. (*Lord Clarendon*:—Clause 12 of the Founder's will says "A meet and competent number "at the discretion of the Governors," so that the Governors may set a limit.) Is not prepared to define the legal right of the Governors, but in practice no application for a boy to receive the benefits of the Foundation has ever been refused; the subject pursued; 151–174. The Foundationers and other boys mix together completely; 175, 176. Explains the school charges of 5*l*., of which the foundationers entitled to a free education pay one-half; 184–192. The exception as to payment from foreigners in favour of the kinsmen of the Founder; 215, 216. Average expenses of the boarders under 145*l*. a year; maximum 180*l*., reached in very few cases; 217, 218. During 1860 the receipts from 478 boys, including 35 Foundationers, would be 18,098*l*. 14*s*.; 219–224. The boarding houses contain sufficient room for the boys at present; 225–229. Number of boys about 480; manner of admission of the Non-foundationers; 302–305. In the small houses the average of a boy's expenses for board and tuition is 210*l*.; gives some explanation of the cause of this; while he believes that the full benefit of the public school system can be gained only in the larger houses, is yet aware that from various causes, partly physical, partly intellectual, some boys are so constituted that they would derive greater benefit from being members of a smaller body where the counsel and supervision of the Master can be brought more constantly to bear; it not unfrequently happens that boys who have begun their course in a small house, and been fairly habituated to the public school system are by the advice of the small-house master removed during the latter years of their career to the freer system of the larger house; on the other hand he has himself, in more than one instance, recommended boys of a peculiarly delicate temperament, and who

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seemed to be suffering from the rougher system of the larger houses, to remove to a small one, and this has been attended with the happiest results; the subject pursued; more privacy for study in small than in large houses; in the smaller house the Master would give more of personal supervision to the boys; in the larger house he would probably, as in the school, seek to govern the house mainly through the upper boys; the smaller houses are in fact exceptional, and are rather for boys of special temperament; they meet the partly reasonable and partly unreasonable fears of parents; 230–269. Opinions as to the proper number of boys in a sleeping room; disturbance at prayers; senior boy in each room would be responsible for order; as boys become young men it is desirable that each should have a room to himself; 249–262. The subject treated at length; 747–749. Changing the dinner hour from one o'clock to two would involve an entire change of the School; breakfast begins at nine; it is a short meal, consisting of tea and coffee, and bread and butter, often eggs, seldom meat; complaint of raw meat means bad cooking; as to rancid butter, also complained of, it is at times difficult to get good butter, but great pains are taken in his own house to get it good; 276–283. The profits of most of the Masters depend very considerably on their boarding houses; all the Mathematical Masters have boarding houses and all the classical, except Mr. Bowman and Mr. Smith; a Mathematical Master with a boarding-house is in the same position as a Classical Master with a boarding house; 284–287. In the upper part of the School the boys have their meals in their own rooms; the meals are prepared by the servants and taken up by the servants; in his own house they are prepared by the servants and taken up by the fags; the toasting is generally done by the housekeeper, still if a Sixth Form boy wishes an extra piece of bread toasted he will tell his fag to do it; 288–291. In addition to the annual fee of 60*l.* for board and washing, there is another fee of 8*l.* to cover lighting, furnishing, and repairing rooms; there is no profit upon that 8*l.*; it is a close estimate of actual expenses, and the fee existed in Dr. Vaughan's time; 292-301. Entrance examination confined to Latin and Greek; the boys are tested by the one study, classical, which is the predominant study; a minimum of mathematical and arithmetical knowledge might be required; the subject pursued; there is no school at Harrow like the preparatory school at Eton; 306–316. Removes and promotions; 317–323, and 334–336. A fortnightly meeting of the Masters is held to discuss any business calling for consideration; the direction of the studies of the School is absolutely with the Head Master, though he would naturally attribute the very greatest importance to the opinion of his colleagues; no difference except of an honorary kind between the usher and the rest of the Assistant Masters; 325–333. School details, examinations, marks, places; 337–343, and 412–417. Scale of marks; 355–357. Prizes and copies; 361–366, and 429. Physical science does not form any part of the regular studies of the School; without saying that it could not be advantageously introduced into a public school, he is not prepared to recommend any large additions to the collateral studies at Harrow to draw the boys away from classics, the main study of the School, which has in its favour the stimulus of tradition; 344–350. Every quarter, however, there is a voluntary examination, open to the whole School, in some one branch, such as geology, botany, chemistry, or electricity; and in all those branches the boys have acquired some proficiency by their own efforts, or with some assistance from the classical tutor when he happens to be interested in the subject set for the next examination; this was introduced a few years later than mathematics and French; 405–411. History, ancient and modern; 351–353, 358–366. *Exeat* Sunday explained; a boy with the sanction of all the Masters is allowed once a quarter to go home from Friday night or Saturday noon till the second school on Monday, or to the houses of friends specially approved by the parents; on *Exeat* Sunday the chapel is very empty; 367–371, and 667–669. Mathematics were introduced in 1845; 372. At first little importance was attached to the study; now mathematics are studied in real earnest; 384. French or German was made compulsory in 1857; there are two modern language masters, and the time given by each boy is two hours for direct tuition in addition to the preparation; of course with 10 or 12 hours a week the progress would be greater, but the question is how far to go with modern languages without seriously or dangerously infringing the time given to the main study, classics, and he thinks they could not give more time to modern languages without remodelling the School, introducing a separate department, and almost giving up Greek; within the range of his experience there has been marked improvement in modern languages, and unquestionably the study now occupies a much higher place in the estimation of the boys than it did when he was himself at school 10 years ago; boys at Harrow cannot be made to converse well in French and German, but they could be made fairly conversant with the grammar of those languages and able to read books in them, and that would be a useful basis for further study; the two masters who teach French and German are both Frenchmen; punishments are inflicted in the French classes as well as in the rest of the School; there will always be a difficulty in maintaining discipline in the modern language forms, but it might always be overcome by the Master's own energy and tact; the question for educators

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seemed to be, not whether they could convey to boys accomplishments confessedly valuable supposing their intellectual powers highly trained, but whether modern languages are equally well adapted with the classics for giving that high training; they have to give the means of strengthening the mind, and it is comparatively less important that a boy should be able to express himself fluently and gracefully in French and German than that he should have something to say which is worth expressing; 374-404.

Further examined, page 172.

Witness explains in detail what he meant by stating in his written evidence, "every boy at Harrow must have a tutor; "the instruction given by the tutor varies according to the "position which the pupil occupies in the school;" 430–435. The tutor considers himself responsible for the general well-being of his pupil, and gives him encouragements and warnings; if he has reason to fear that a boy is not doing well he communicates with the House Master, or Master of the Form, or the Head Master, or with the boy's parents, or with other boys whose influence may appear likely to be of service to their schoolfellow; where the private tutor is also master of the house the relation is of course still more intimate; the tutors carefully supervise the moral training, the individual disposition, and the gentlemanlike conduct of the boys under their care, and make the character of the boys their study, and every month a report is sent to the parents; 436–454, 467–469, and 476. In the event of a serious complaint being made against a boy by his Form Master, the Head Master would not examine into the case or inflict punishment without communicating with the private tutor, who might suggest reasons for deferring, or perhaps altogether abstaining from, punishment, and this enables the Head Master, where he inflicts punishment, to do so with a more perfect knowledge of the circumstances of the case; this he considers a most beneficial result of the system of private tuition; 455–460. A classical Assistant Master keeping a large house, or one containing from 30 to 40 boys, has for his pupils all his boarders and any of the home boarders; but the number of home boarders who become pupils to any one master is very small, and in almost all instances a preference is given to the masters of the small houses; a boy scarcely ever changes his private tutor; a boy placed in the house of a classical master becomes *ipso facto* that master's pupil; if placed in the Head Master's house, or with one of the mathematical masters, there is practically an unlimited choice among the masters of small houses; one of those enjoying a remarkable reputation would reap the benefit of that reputation, but only to a limited extent, as when the pupils number 40 the Master refuses to take more, unless a very special reason is adduced; 461–466. Private tuition pursued in further detail, in conjunction with domestic arrangements and moral supervision; would never make information from a servant the ground of punishment; 470–491. Believes the tutorial system an old institution at Harrow, and that no change has been made during the last century, either in it or in the fee; 492, 493. Questioned whether the tutorial system has not a dark side as well as a light one, whether, for instance, a boy of genius does not find it irksome to be under the necessity of having a private tutor, witness replies that, paradoxical as it may appear, it is in the case of the very clever boy that the aid of a private tutor is most wanted; if asked where he thinks the tutorial system imperfect, he replies, in the case of the upper boy in the Sixth Form who show no special inclination for study; such a boy might possibly make more intellectual progress if simply tested in form, or if his tutor were able to give him personally a very disproportionate part of his time; the tutorial system, if used with discretion, neither forced where not wanted nor withheld when the self-exertion of the pupils fails to overcome a difficulty, i most valuable; the subject continued at great length; neve was able to trace the historic rise of the tutorial system; believe it was introduced into Harrow when a head master came fron Eton; suspects it came with Dr. Thackeray, and was continue by his successors, also Etonians, Dr. Sumner and Dr. Heath 494–529. Questioned as to the disparity in the number o pupils, one master taking 66, another only 7; witness explains that allowing a varying number of pupils to some masters, and none to others, is simply a mode of regulating incomes adopted by himself as Head Master; 530–537. This subject pursued, with regard also to the boarding houses, which, as well as the pupils under private tuition, are under control of the Head Master; 538–549. Both master and tutor will encourage boys to devote their attention to studies for which they show special aptitude; instances; 550. A boy showing a special aptitude for mathematics over classics would probably be advised to read mathematics privately, and might be excused his verse composition to give him more time; this has been done rather too often than too seldom, perhaps in 20 or 30 instances; the difficulty is to guard against idleness in the case of the excuse being granted; this might be a reason for organizing, if possible, the system of the School in such a way as to allow of that being done as a system which is now done as an exception, but it is difficult to have an organization based on exceptional cases, and he is not able to foresee whether a subordinate organization would carry with it the regular effects of the present organization which extends to the whole School; 551–559. Questioned as to the expediency of organising the School so that the School forms should be independent of the

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classification in each separate subject whilst giving each a share in promotion, giving, for instance, half the marks to classics, and distributing the remaining half among the other three subjects in given numbers, and then letting the aggregate marks tell in the examination for whatever subject they might be awarded, the witness promises on a future day to give an answer in writing, or declare his unwillingness or inability to prepare an essay on so fundamental a question; 560–567. The system at Marlborough is somewhat different; that is what the Commissioners call the "bifurcation" principle; 568. Age at which boys are allowed to be exempt from verse composition, &c.; 569–574. With few exceptions, the best classical scholars are also best at mathematics and modern languages; 575. Other school results; 576–583. The Harrow boys come very much from the landed aristocracy; great numbers also from those who have recently become wealthy, some from the professions of law and physic, few from the clergy; he had felt much startled at the latter fact; 583–585. Destination of boys who leave school early; 586–590. Prizes at Oxford and Cambridge; some gained by Harrovians; 590–597. Libraries at Harrow; a small charge made to parents for the purchase and binding of books; a few choice novels admitted, such as those of Scott, Cooper, and Dickens, with "Vanity Fair" and "Adam Bede;" 598–604. Believes that boys in the upper part of the School have plenty of time left from work to give to general literature; debating societies, small ones in the houses, a general one in the monitor's library; meetings held there once a week during two-thirds of the year, but during the summer cricket is too powerful a rival; subjects of debate generally political; as a rule, the boys who take the principal part in the debate, and who compete for the English composition prizes, are at least fair proficients in classics; 605–610. Drawing; opinion concerning it as an adjunct to classical reading; 611–614. Boys prepared for Confirmation, which takes place at the College Chapel; they regard it as a solemn and important event; as a rule, there is less punishment about the period of Confirmation; a majority of the boys are confirmed, about 70 a year; Dissenters' children are often confirmed; they are chiefly Unitarians; 615–634. Church service; three services on Sundays; sermons twice, in Church formerly, now in the Chapel; the clerical Assistant Masters take their turn in preaching, and their sermons excite great interest; certain boys perform a choral service and have an extra *exeat*, called the "Choir Exeat;" mode of spending Sunday discussed in detail; 635–646, and 650–662. Great care taken to prevent Latin compositions or impositions being done on Sundays; it is a very common custom to write letters on Sunday; possibly some religious people might object to this, but those who have studied the life of boys at school will be disposed to suggest this as one of the best modes of spending a portion of Sunday; 663–665. The boys always attend the Communion the Sunday after Confirmation; and the attendance is good afterwards; it is perfectly voluntary; 647–648. There are no Roman Catholic children; they are not refused, but they are told that the rule is that all boys go to chapel regularly; there was an interesting application, but the parents would not accede to the condition; 649. At the end of every school quarter a divinity paper bearing on the school work of that quarter forms part of the examination of each form; the boys read through a certain part of the Bible, according to a fixed rotation, during the quarter; they are examined orally on the subject in School on Sunday, and at first School on Monday morning; the whole of that subject, or part of it, is set at the end of the quarter for the examination; this constitutes the divinity paper; the examination is less doctrinal than critical; 666–670. Only one exeat Sunday allowed in a quarter, unless in special cases, such as the serious illness of a friend; it is considered an evil that a boy should miss a Sunday at Harrow, and, except in cases of special emergency, no boy is allowed an exeat on the Sundays when the Holy Communion is administered; 671–673. Each Master is at liberty to determine for himself the punishment which he awards for a particular offence; there is no absolute uniformity of punishment; it is so very difficult to determine what is a similar offence, because there are all sorts of degrees; but each Master possesses a fair knowledge of the amount of punishment given in certain cases; whatever general understanding, however, there may be among the Masters, much must depend in practice on the character of the individual Master; 674–676. Opinions as to impositions, as to their operating as a deterring punishment, as to the effect on handwriting, and as to the convenience of the Master; learning lines; 677–680. The cane not used at Harrow; he would not like to introduce it now; but undoubtedly if it were introduced it would do away with many troublesome tasks of writing lines and learning lines; 681, 682. The subject of punishments, including flogging, pursued; the flogging is administered by the Head Master; corporal punishments inflicted about 20 times each quarter; 683–696. Invariably gives a boy an opportunity of defending himself; but feeling it to be of the very first necessity to save him from the temptation of telling a falsehood, he always assumes that the boy has done the act, and therefore generally begins his short conversation by asking, "How is it that you have done this?" in most cases the boy will stand silent, which is much the best thing he can do; further details; the Sixth Form exempt from flogging; if there was a case conceivable, the boy would be

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first degraded and then flogged; 697–704. Punishment of monitors and Sixth Form; 701. Fagging confined to the Sixth Form; formerly the Fifth also had power of fagging, but that was abolished 17 years ago; 705, 706, 710, 726, 734–738. Cricket fagging; 757. The monitor is bound to keep reasonable order among the boys of his house; the system works well in the boarding house; describes minutely the practical operation of the monitorial system; punishments for disturbance in the house; smoking, &c.; 707–714. The effect of the monitorial system on the monitors themselves; instead of the monitorial system being only another name for legalized tyranny, it is, in his opinion, the greatest safeguard against tyrannical practices; the real defects of the system are found in its influence upon certain monitors,—the conscientious boy wanting in the elements of public character, or ability to command, and the boy in whom the authority might generate a sort of priggishness; but he had seen little of this since he had been at Harrow; a monitor lax in his own conduct would not be able to maintain influence over the boys below him; the monitors are very careful in their own character; and even in the lower part of the Sixth Form, a boy, although he has no monitorial authority, would seriously lose character if guilty of forbidden acts; a monitor who committed a breach of the rules, *e.g.*, who smoked or drank, would probably be convened before the other monitors, and if the case was a very gross one he would be reported to the Head Master for punishment; 715–722. Monitorial powers of punishment, setting lines, additional fagging, convening in library or top of the house, and caning; severity is rare, and undue or passionate severity would be condemned by the brother monitors; gives a reason why caning by the monitor should be allowed, while caning by the Under Masters is forbidden; practically, a monitor does not punish in a serious case without consulting his brother monitors; no record kept of the monitorial caning although there is of the magisterial flogging; 723–740. Monitorial system a means of preventing bullying; a little boy would feel less reluctance to complain of bullying to the monitor than to the Master; public opinion against bullying, but would hardly warrant a complaint to the Master; as a boy, never knew an exceptional instance of a monitor habitually abusing his power; in one instance, however, after the monitor had left school, heard that he had misconducted himself in a systematic way; 742–747, and 750. Games compulsory on the whole school; 751–756. Cricket and football; fagging; rent of cricket ground; 757–763. No sanatorium at Harrow; but careful provision is made for the sick, with entire separation for those suffering from infectious diseases; 764, 765. Rifle club; its popularity fluctuates; the boys like firing and dislike drill; 766–777. The dress at Harrow, jackets for the lower forms, tail coats for the Fifth and Sixth Forms; an advantage of a uniform dress is that a boy does not waste time in determining what he shall wear; is not aware that it is adopted nowhere but at Harrow; 778–782.

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Has been Assistant Master at Harrow since January 1887; 784, 785. Private tutor system prevails as at Eton; 815, 816. Every boy has a private classical tutor; the tutor is a sort of godfather to the boy, and presides over his well-being; the boys look to him as a person *in loco parentis;* the tutor looks upon himself as under a moral obligation to study the boy's character, and assist him in any way he can besides his mere studies; 787–791. The average number of pupils to each tutor would be perhaps 40; has had a larger number for many years; at present has 63. (*Lord Clarendon.* Do you consider that you stand *in loco parentis* to above 40 boys?) It is certainly a large family; but it is only in special cases that he gives special attention; there are many boys requiring no more than a general superintendence of themselves and their compositions; 792–799. Has 51 boys in his boarding house, five home boarders who are sons of particular friends, and the remainder are placed temporarily with the French masters or the school surgeon; 800–802. Explains the mode of preparing his pupils' lessons, themes, and verse compositions; 803–807, 813, 814, and 822–827. The boys' original draft with corrections marked, and also a fair copy after the corrections have been made, are both shown to the master of the form; 808–812. Monthly reports of the boys' progress sent to the parents, who constantly consult the tutors concerning their sons; 820, 821. The smaller boys have more tutorial assistance than the older ones; it is hard to find authors that boys commencing a language are capable of mastering by themselves; if exercises could be framed introducing the difficulties of translation gradually it would be an advantage; 828–833. If a boy shows a special aptitude for any branch of natural science, for modern languages, or for mathematics, he would advise the boy to devote his energies to that particular branch; has called attention to the subject, and there are rewards and inducements to them to go on; 834–842. Thinks important progress has been made at Harrow in modern languages; considering that the School is avowedly classical, and that the study of mathematics has been first engrafted on it and then modern languages, thinks the progress in modern languages satisfactory; 843–845. As regards the time allotted to the study, modern languages hold the lowest place in the estimation of the Masters; still his impression is that a boy entering the School with no knowledge of French would

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be a very fair French scholar by the time he reached the Sixth Form; speaking French would, of course, be a different thing; 846–848. Continuing classical teaching as the basis of the education at Harrow, does not think it possible to devote more time either to mathematics or modern languages; both mathematics and modern languages are compulsory, but there are prizes by way of stimulus, and a boy can read privately if he wishes to gain large results; thinks that having reference to the maintenance of proficiency in classical attainments more time cannot be subtracted from classics; since he first went to Harrow five hours a week had been taken from classics and given to mathematics and modern languages; 849–857. Thinks the present mode of teaching classics as near perfection as it can be, and that a boy of good abilities who has spent three years in the Sixth Form is pretty sure of a first class at the University; 856–861. There is no rule of superannuation at Harrow; 862. Thinks the system of classical teaching at Harrow has suffered from the time abstracted from the study and given to mathematics and modern languages; he does not mean to say that the gains in other ways have not been such as to counterbalance the loss of classical knowledge, but certainly there has been a falling off in scholarship, chiefly in composition; subject pursued running into multifarious school details; 863–881. Details as to reading history, sacred and profane, as a holiday task; 882–897. Geography, ancient and modern, once a week, except in the Sixth Form; it is one of the regular classical lessons; 898–900. The present monitorial system has existed at Harrow beyond memory; formerly it was practised without being recognized, now it is distinctly recognized; judging of the system by what passes under his own observation he would say that it was extremely satisfactory in its operation in maintaining order and discipline in the School and the houses, and in protecting the weaker boys against bullying; 907–918. A case of bullying is of very rare occurrence at Harrow; the cases of bullying which had occurred were exceptional, exceptional he meant not as regards detection but as regards occurrence; 918–920. The monitorial authority is cheerfully recognized by the School; it is never disputed; a boy thinking himself ill-used would apply to the Head of the School, who, if he regarded the case as one of difficulty, would assemble the monitors, and if he could get no redress, there would be an appeal to the Head Master; probably the Head Master, although the body of monitors had not thought proper to send the case to him, would hear it, and if he thought the monitors right he would probably tell the boy, "you will have the alternative of leaving the School, if you do not submit to the punishment they think right to inflict upon you;" 921–927. Remembers the case of a small boy complaining of an abuse of authority on the part of the monitor; he, as fag, had broken the monitor's tea-things, which he said he valued highly as a present from his mother; the monitor, the second boy in the School, punished him excessively, and there having been clearly a great loss of temper, and the monitor being under displeasure, he was removed; had it been a single act he would probably have been degraded; 948–951. A monitor rarely inflicts immediate punishment; his order generally is, "come to my rooms at such a time," next morning, after breakfast; a monitor may use the cane; probably there is some control over the manner or amount of the punishment; there are monitors in his own house, who occasionally inflict punishment, but he does not know how it is done, or in whose presence; 928–938 and 947. The 15 senior boys are invariably monitors; they are practically found to be sufficient; if there is not a monitor in each boarding house, the head of the house is *ex-officio* a monitor; 939, 946. Practically a monitor of small physical strength will generally succeed in maintaining his authority even over big boys; he would be supported too by the other monitors; 952, 953. If a monitor abused his authority in the way of oppression or undue punishment of a smaller boy, a good deal would depend upon his character as to how he would be treated by the other monitors, but he thought the feeling amongst them would hardly be against the monitor; 904. Believes that the monitors do not feel their responsibility an annoyance; a very shy boy being put in the position of monitor would find the position irksome, but those are the very boys who are benefited by the system; keeping order must interfere with the studies of the monitors to some extent, but not seriously; 955–957. Has not heard any complaints of defective ventilation in his house; 958, 959. But has with regard to the food, the complaint was, not as to the quantity provided but as to the quantity consumed; the boys had a fancy never to be helped twice to meat; when he received an anonymous letter complaining that the boys were not sufficiently fed, he made a most earnest appeal to them to save him from the scandal of not allowing them a second helping of meat, but it produced no effect; he always carved himself, and was obliged to suit his helpings to what he thought the boys ought to be able to eat; had he known who the writer of the letter was, he would have asked him to the dining-room after a dinner was over to see the enormous quantity of food left, and which they are obliged to give away to the poor people; he never had the slightest complaint as to the quality of the meat; 960,961. Does not know the quantity of meat consumed; his butcher's bill is about 600*l.* a year; his Sunday's dinners consist of a whole sirloin and a large portion of ribs of beef weighing 80 lbs. odd; 963–968. The pocket money which the boys receive

HARRIS, G. F., Esq., M.A.—*cont.*

from him is 2*s.* a week, 1*s.* of which may be stopped for mischief, but the other never; when a boy in the lower part of the School first comes, he should fairly be expected to have about 30*s.* in his pocket, and his father should expect to have an application in the middle of the term for about 15*s.* more; this would make 6*l.* or 7*l.* besides his allowance for school subscriptions and decorations of his room; 969–971. Questioned as to the ventilation of the School rooms, witness declares that the School accommodation at Harrow is perfectly infamous; some of the rooms are such as would not be tolerated in a national school, certainly not in a proprietary school; with the exception of the new buildings, built almost entirely from the subscriptions of the Masters and planned by a committee of their body, there is hardly a room fit for a Master to be in for want of ventilation; the new system of ventilation seems to answer where it has been tried; 972–975. The beer used in his house is the Romford beer; has a stock laid in twice a year; it is unexceptionable; 976. Extra beer, such as Bass's, is only used by the boys on medical certificate; 962. The School, in his recollection, has been broken up twice; once scarlet fever was there, and a boy died in Mr. Butler's house, not from the fever, but from injudicious exposure as he was getting well; the other from a curious complaint, called by various names, "the rash," "roseola," "spurious measles;" the School was broken up principally on account of the panic which spread to London, but it was a medical man of some distinction in London declared it was not (as some thought) scarlet fever; 977–979. Has two rooms in a cottage close to his house, which he uses as a sanatorium for infectious illness; there is no distinct building as at Eton and Rugby for the purposes of a sanatorium common to the whole School, but most of the houses have what may be called a sanatorium either within themselves or closely adjoining; 980, 981. There is no bath-room at Harrow accessible to the boys; but they have, besides the basin, a large number of foot baths, and one-third of the boys have sponging baths also; 982–985. Visits the boys' rooms every evening, either before or after prayers; 986, 987. States his income at 2,200*l.*, all derived from the School except 400*l.*; his annual savings at 1,000*l.*; 988. Breakfast: tea, coffee, rolls, bread and butter provided; boys are allowed to bring in anything cold and to have eggs or anything as simple cooked in the kitchen; 989. Fagging does not go below the Fifth Form; the remove and first shell are night fags, the others day fags; sees nothing objectionable in the system of fagging as established at Harrow; it is neither disapproved by the Masters nor very much disliked by the boys; 990–992. Opinions as to the dress of the Harrovians; the boys like the coat, and some are much attached to the old custom; 993–1003. Has been at Harrow since 1837, and knows the will of John Lyon the Founder and the charter founded in the will, but does not know whether gratuitous instruction has ever been given to the kinsmen of the Founder as well as the residents of Harrow, or whether the Governors have abrogated the provision; nor does he know whether preference has been claimed by the Founder's kin with regard to the exhibitions; no preference has ever been given to parishioners of Harrow; he never heard of the existence of the Founder's kin; 1004–1015.

LANG, ROBERT, Esq., page 228.

Was at Harrow six years and two quarters; left in the summer of 1859; went to Trinity College, Cambridge, and took his degree, and left Cambridge in June; 1877–1882. Lived at home in the village while at school; was at the head of Dr. Vaughan's house only in his last quarter; Dr. Vaughan having lost the head of his house had no monitor, so asked witness to take the head of the house; experienced no difficulty in exercising authority in the house; thinks the monitorial system useful, and that it works well; it enables boys usefully to exercise a certain kind of authority which the Masters have difficulty in exercising, and gives monitors a knowledge which the Masters would not be able to give him, which knowledge he is able to obtain without any objection on the part of others, and without detriment to his own position and character; felt his responsibility a great deal; doubts whether many boys would be injuriously affected by the possession of so much power, because they would be kept in check by the others; public opinion rather goes against it, and if occasion arose one monitor would advise another to be temperate in the use of his authority; the Harrow Masters look upon the monitorial power as the keystone of their system; and the power is generally recognized, approved, and cheerfully submitted to by the boys; 1883–1905. If the boys think there is anything arbitrary in the conduct of a monitor they can appeal to the whole body of monitors, and from that to the Head Master; if the latter sanctions the decision of the monitors, the boy must submit or leave; the monitors must not use the cane, if the boy choose to appeal; once or twice in his time the boys appealed to the body of monitors, but generally they submitted; remembers one appeal to the Head Master, who advised the boy to submit; 1906–1915. There were instances of bullying, but they constituted an exception not the rule; Harrow had once a reputation for bullying, but that has ceased; in his own time there was no case of bullying; 1906–1920. There were instances of excessive drinking; but he came in contact himself with

LANG, ROBERT, Esq.—*cont.*

only one case; there was nothing like habitual drinking; there were one or two public-houses at Harrow, rather out of the way; boys used to go, but not as a thing connived at, for on discovery they would be promptly punished; there were men about the place who fetched the drink for them; not to the houses, but in the country about; drinking out in the fields or under a hedge was scarcely looked upon as very serious by the boys; but if a monitor happened to see a man serving beer under a hedge to three or four boys, he would not shirk the boys, he would rather admonish them, or probably cane them, and not only those low in the school, but anywhere below the the Upper Fifth; 1921–1929. Thinks there was not much gambling; he never actually came across any, but heard of it; 1930–1932. If there was any immorality or vice it was confined to a few; the tone of the School was honourable and gentlemanly; there was an abhorrence of lying; veracity would scarcely be so much insisted upon by public opinion between boys and master as between boys and boys; as a rule the boys were horrified at lying; if a boy in the Sixth Form told a deliberate falsehood to the Head Master he would be publicly condemned; so perhaps in the Fifth also; lower in the School less was thought of it; 1933–1943. The fagging while he was in the house was almost nothing; he was in the largest house, at the head of 63 boys, but only 42 were directly under him, as there were the old house and the new; 1944–1946. There was some complaint of the boys having so much to do on Sundays; but it was thought necessary, for the purpose, probably, of keeping the boys out of mischief; the boys liked the preaching at Harrow; the Master's Assistant preached in the morning, the Head Master always in the evening; 1947–1956. Thinks highly of the tutorial system, but much depends on the tutors; individually he obtained great assistance from his tutor; 1957–1968. Private reading was not practised to a large extent at Harrow; his own private work was in mathematics; was generally in the first two or three for the mathematical prize; 1969–1973. The greatest stimulant to exertion was a desire to improve the position in School; 1974–1976. Did not, he is sorry to say, pay much attention to modern languages; his French Master was a very good one, M. Masson; if a boy chose to learn he could; a few of the boys paid much attention to French; some boys came to the School knowing nothing of French, and left very fair scholars; generally French was looked down upon, and the boys did not give time to it; German was about the same; 1977–1993. Very little geography was learned at Harrow, it was rather a farce; history was better; modern history was learned in the holidays, and it counted in the examination at the end of the half; 1994–1997. In mathematics, he got to conic sections and statics, and in private tuition, to the differential calculus; there were facilities for learning as much as a boy wished; the mathematical Masters took great pains with the boys; 1998–2001. Did not at Cambridge know as much mathematics as the best scholars from other Schools; about as much as the pupils from the larger Public Schools, but in all the newer Schools the pupils were better prepared in mathematics, though not usually so well in classics; amongst those newer Schools he would name the City of London and the Ipswich; the latter sent up a man who got the Caius College open mathematical scholarship; 2002–2006. Was captain of the "eleven" two years; thinks distinction in games gives a boy too high a position, and overbalances the studies of the School; frequently, however, good cricketers are studious; 2007–2010. A boy who took every opportunity of playing would spend 20 hours a week at cricket; 15 hours would be an average; about half the Masters took an interest in cricket, and would often be spectators of the matches; 2011–2019. The subscriptions to cricket vary from 5*s.* to 1*l.*; the Sixth Form and the "eleven" paid 1*l.* each; there were no other expenses but the dress of the "eleven;" the cricket dinner was paid for by the School; 2052–2057. There is cricket fagging at Harrow; the fag stands behind wicket and stops the balls; he does not learn batting, but becomes well grounded in fielding; need not fag more than once a week; 2020–2024. Football in winter compulsory; but there is no fagging at it; 2025–2029. There was a debating society at Harrow; thinks no one was excluded who wished to join; theoretically all the members were expected to take part in the debates, but practically this was disregarded; there was no reading-room in connexion with it; 2030–2041. Intercourse of the Head Master and head boys; the first 10 monitors were entirely under the Head Master; the rest of the Sixth Form used to see him once a fortnight; he was also in the habit of seeing boys in his study when they liked to come, and he occasionally walked with them; once in a term the Sixth Form would dine with him, and perhaps one or two of the upper boys twice; 2042–2044. Details as to construing; 2045–2051. Asked whether any improvements in the system of instruction at Harrow suggested themselves to his mind, the witness thinks that more attention ought to be given to writing original essays in Latin and English, chiefly the latter; that there ought to be more translation from Greek and Latin into English with a view to the power of writing English, and that the reading of Latin and Greek authors is not general enough; 2058–2065. Details of the classical reading accomplished by the boys leaving Harrow after spending two years and three years in the Sixth Form; 2066–2082.

MARILLIER, J. F., Esq. (Rev. R. MIDDLEMIST examined at the same time), page 211. HARROW.

Are mathematical masters at Harrow. *Mr. Marillier*:—Has been there 43 years. *Mr. Middlemist*:—Has been there 17 years; 1267, 1268. *Mr. Marillier*:—Gives a history of the introduction of mathematics to the School as a compulsory part of education. His first appointment was a private one as mathematical master under the late Dean of Peterborough; seven years afterwards he was appointed by the Governors writing master of the free boys, 1269–1271. In 1819 the late Dean of Peterborough, seeing the want of more mathematics in the School, the Sixth Form alone at that time reading Euclid once a week with him, and the remainder of the boys being left to take private mathematical lessons of witness's predecessor, who was then very aged, invited witness to undertake the private mathematical instruction of such pupils as should desire it, and he accepted the appointment. Mr. Sotheron Estcourt was his first pupil; for seven years things continued in this form, when the writing-master died, and the Governors gave him the vacant appointment in conjunction with his private tuition; these engagements were continued till Michaelmas 1837, when his private tuition appointment was rescinded, and Mr. Colenso, now the Bishop of Natal, being appointed joint mathematical master, the whole school was arranged for mathematical classes, and mathematics were made compulsory; on Mr. Colenso's retirement in 1841, Mr. J. P. Birkett replaced him till July, 1844; the numbers in the school being then very small; Mr. Birkett returned to Cambridge and witness was alone in the school till July 1845, when the Reverend Mr. Middlemist was appointed to the department; Mr. Middlemist was the superior mathematician and the younger man; witness therefore succumbed to his new colleague, who had been a kind friend to him ever since; 1269–1275. *Mr. Middlemist*:—There are now four mathematical masters; describes the mode of distributing the various classical classes among the mathematical teachers, 1276–1279. The distribution attended with difficulties, especially in the sixth class, in consequence of the varied attainments of the boys, *e.g.*, in the same division there may be a boy in arithmetic and another in conic sections; when there are a number of equal mathematical attainments he teaches them together, when otherwise, he is obliged to teach them individually; 1276–1279 & 1281–1285. The branches of mathematics taught in the Sixth Form are very varied; boys get into the Sixth Form principally by their classical acquirements; hence there will be boys in arithmetic, algebra (some reading high), Euclid, trigonometry, conic sections, and mechanics, while in private tuition some boys may be reading the differential calculus, 1280. Thinks the study of mathematics popular; at least, nine-tenth of the boys under his care do three-fourths or five-sixths of the work set them, and do it well; 1286. Public opinion is becoming more favourable to mathematics than it was; the boys are glad to see it constituted a part of the regular *curriculum*; when he first came to Harrow, none of the boys were reading beyond arithmetic, and a little algebra and Euclid; by the help of extra time and a great deal of energy, as well as by out-work, much improvement has been effected, but still the time is not sufficient to make much progress in the higher subjects of mathematics; 1304–1305. The boys have six hours a week in mathematics; 1287–1288. The work is supposed to be done without the assistance of the private tutors; the tutors may give instructions in the subject, not in the particular lesson; the assistance the boys are most likely to get is from the mathematical private tutor; 1289–1292. Every boy at Harrow has a private tutor in classics, who is expected to promote the general welfare of his pupils; witness communicates with the the private classical tutor respecting his own pupils' progress and proficiency in mathematics every month. *Mr. Marillier*:—I pursue the same course; 1293–1300. *Mr. Middlemist* proceeds:—Considers that in a public school like Harrow the time allotted to mathematics is very fair in proportion to other studies, because the term classics includes a great variety of subjects besides mere tuition in Latin and Greek; one-fifth of the number of marks is allotted to mathematics, and four-fifths to classics; 1301–1303. The subject pursued; 1351–1358. A boy showing particular aptitude for mathematics, and intended for a profession in which mathematics are required, is allowed to discontinue a portion of his Greek and devote the time to mathematics; this was, however, to the extent of only two or three hours a week, and he imagines that the great means of gaining proficiency in mathematics would be by extra private tuition, 1304–1306. This system of substituting additional mathematics for a portion of Greek has not yet been practised to a large extent; and it may possibly be an excuse for idleness to some extent; 1307, 1308. Prizes for mathematical proficiency; 1311–1315, and 1367–1371. With regard to limiting the number of Foundationers, which he has always advocated, he thinks it unfair that rich men should come and live at Harrow, and ask the Masters who are not paid by the Foundation at all to teach their sons gratis, because it is tantamount to making those who pay for their own sons pay also for others equally able to command the education they require; 1319. Boys intended for Cambridge go almost always direct from Harrow; they have no difficulty in passing their preliminary examination at Oxford; 1320, 1321. Explains

HARROW.

MARILLIER, J. F., Esq.—*cont.*

the difference in the relations of boarders with classical masters; stands *in loco parentis* to his boarders; 1322–1337. Has 35 boarders; for their private classical tuition they go to other houses; 1316–1318. Sleeping accommodation in his house; has five or six single rooms for the upper boys; the rest of the boys sleep two or three in a room, except in one room where he has four boys; the rooms are pretty well ventilated; 1338–1340. Details as to mathematical learning; some of the motives for acquiring it named; mathematical marks tell in the examination, and last time a boy gained a scholarship in the school for his success with mathematics over another boy who was higher in classics; the general motive, however, is simply a desire to become proficient in the study; 1341–1348, and 1355–1358. The success of Harrow men at Cambridge in mathematics greater than before mathematical teaching was made compulsory; 1349, 1350. Justice could not be done to mathematical attainments under the present organization of the School without in some degree interfering with and embarrassing the classical instruction; even now the mathematics to some extent disorder the arrangement; has often joined in discussing a suggestion to classify the School, so that there should be separate classical and mathematical forms, with separate promotion in each, and the opinion arrived at was that it would act badly on both sides; the subject pursued; 1359–1364. Neglect of mathematical studies liable to punishment just the same as in classics; 1365, 1366. Impositions in both branches; 1372–1377.

MIDDLEMIST, REV. R., M.A., page 211. (*See* Evidence of J. F. MARILLIER, Esq.)

RIDLEY, M. W., Esq., page 219.

Was at Harrow five years and one term, and head of the School one year; has since been at Balliol College, Oxford, one year; 1494–1498. Explains the monitorial system at Harrow; the monitors are the first 15 in the Upper Sixth Form, reckoning according to seniority; generally they are the best boys in the School in the way of scholarship, as indeed they are supposed to be, having reached the Sixth Form in consequence of being the best; 1499–1507, 1593, 1594, and 1607–1611. Their duties in general are to keep order; that however is thrown chiefly on the head of the School; a great deal of power and authority centres in him; all the financial matters of the School properly pass through his hands, that is to say, all matters connected with the games; the money expended, &c.; he has the entire administration of the compulsory foot-ball, apart from his actual position in the games; he is considered the head of the monitors and to a certain extent responsible for the proper administration of the monitorial system; 1508–1516. Considers the monitorial system an advantageous one; if there happened to be a disputed case of punishment, it would be carried to the head of the School, who would either refer to the Head Master or call a meeting of the monitors and punish publicly; this is the most severe punishment the monitors can inflict; the head of the School inflicts so many blows of the cane in the presence of the other monitors; the monitors also keep order in their respective houses; the monitors would prevent bullying, would punish boys seen to go to public houses, unless it were so serious a case as to require the interference of the Head Master; they consult only in doubtful cases; the monitorial system checks certain kinds of breaches of discipline better than the power of the Master, such as drinking and immorality; a monitor seeing an offence committed would feel bound to punish, and would be supported by public opinion; 1517–1537. A boy unfit for the office of monitor would not be made monitor by seniority, the Head Master would interfere; 1538–1541. Has known a case of a monitor setting a bad example to the boys; the remedy is degradation; 1542–1545, and 1607–1611. Dishonesty, sneaking (telling tales out of school), bullying, and offences of a graver character would be condemned in the School on moral grounds; the moral tone of the School is good as distinguished from the mere point of honour; 1546–1551. Boys who are great in athletic sports exercise a high influence in the school, but not enough to counteract the influence of the monitors; a club of above 30 members exists for the purpose of maintaining athletic sports; the first 10 of the boys are *ex officio* members, the rest being elected by ballot; it is considered an honour to be elected; a boy would not be elected for distinction in School work, but he would for being a nice fellow and distinguished in the games; 1552–1567. The monitorial system at Harrow is popular among the boys; the little boys are protected by it; 1568, 1569. There was not much bullying while he was at Harrow; there were one or two very bad cases, and the punishment was what is called "a public whopping;" describes the whopping; 1570–1579. With regard to the effect of the monitorial system on monitors in after life, thinks the authority accustoms them to the idea of responsibility, and does not give them premature ideas of power, or make them "bumptious"; 1580–1582. Thinks the existing checks on monitorial power are sufficient; no boy is bound to take a punishment from a monitor if he considers it unjust; he can appeal to the Head Master; remembers one such appeal; the result was that the boy had to take the punishment or leave the School; 1583–1589 and 1604–1607. Thinks the number of monitors sufficiently

RIDLEY, M. W., Esq.—*cont.*

large; cannot say it is too large; 1590–1592. The cleverest boys are not always the best conducted; intellectual and moral superiority do not always go together; 1595–1597. Bullying would be punished by one monitor if he chose, or he might consult the other monitors; the monitorial power useful in this respect; 1598–1603. More on these points; 1612–1634. Fagging; 1623–1626, and 1646–1650. Fagging at games restricted; 1668–1675. A working boy would not obtain respect in the School till he obtained a high place; 1635. Harrow boys take great interest in the prizes and in the success of other boys, whether at School or in the Universities; a holiday is given when a Harrow boy obtains a University scholarship; 1636–1645. Advantages and disadvantages of the small houses; 1651–1665. No fagging in the small houses; 1666, 1667. Except at Mr. Butler's house, it is not the custom at Harrow to have single rooms; in his house there were four rooms with five in each, in other rooms there would be a smaller number; the boys did not desire separate rooms; there are no studies, and the boys had to work in their bed rooms; there were a table, desk, books, and so on; did not find it a disadvantage to have no separate place for study; the lower boys would prepare their lessons under the eye of the tutor in the pupil rooms; when a boy is preparing for a prize a separate room is desirable; no doubt a single room gives greater facilities for prayer; but he never in a five-room knew a boy disturbed at prayers; 1676–1696. Was always satisfied with his meals at Harrow, as regards both quantity and quality; remembers one or two instances in which boys wrote home that they had only one help of meat at dinner, the fact being that it was a tradition of the house only to take one, but the boys could have plenty more for asking; it was their custom, in order to get their dinner over as soon as possible, not before they had had enough to eat, for the first help was a very large one; 1697–1701. The beer varied in quality; does not think it was ever so bad that the boys would not drink it; porter was sometimes ordered; but that would be in the case of boys with a weakly constitution, not as an excuse to get good beer; 1702–1706. Mode of spending Sunday at Harrow; church service, walking, divinity school, Greek Testament, the Masters who are in orders preach in turn at the morning church, the Head Master always in the evening; some of the preachers were much liked, the sermons were criticized a good deal, but there was no theological discussion; 1707–1722, and 1731–1734. The boys were carefully prepared for Confirmation; they looked upon it as taking on themselves a great responsibility, and attached a due importance to the rite; 1723–1725. Afterwards they invariably took the Communion, but their doing so was quite voluntary; there was not the least compulsion; 1726–1730. A much closer relationship existed between the boy and his tutor than between the boy and his master in form; the tutor would advise the boy in any case of difficulty as to general conduct; he would stand to the boy *in loco parentis*; 1735–1737. Private work with tutor little valued; 1738–1744. The tutor did nothing towards preparing work for class, except with the lower boys; if a stupid boy stuck fast he would not go for assistance to his tutor, but in all probability would go to a boy who knew his lesson better; according to the system at Harrow, an idle boy could not altogether shirk his work; 1745–1749. More details of School work; construing together popular rather than useful; helping in composition conduced to popularity; copying verses from other boys; the Masters punished if they found out either the helping or the copying; if the Master suspected it he would have the boys under his own eye in his pupil room; 1750–1763. A boy would be punished for idleness; he would never be punished if he did his best; 1764–1767. The principal punishment would be the writing of lines; the maximum would be a Georgic, the whole of a Georgic, consisting of about 500 lines; this is not thought excessive; it would not be given for idleness, only for decided breaches of discipline; does not believe that these impositions tend to spoil hand-writing; with some Masters it is necessary that the writing should be very carefully done, but in the case of others a boy might write anything he liked so long as it was black and white; Dr. Vaughan was particular about handwriting; 1768–1776. Boys pass from the Fifth Form to the Sixth by competition; this has a beneficial effect on the Fifth Form by giving them a stimulus to work; 1777–1780. Removes too rapid; 1781–1783. Lessons not construed to the tutor before they are construed to the Master of the form; the system pursued at Harrow on this point is entirely different from that at Eton, and much superior; 1784–1790. Thinks the hope of reward and perhaps a desire to avoid fagging in the lower form are the chief incentives to exertion at Harrow; he might add the desire to obtain the School prizes; a spirit of ambition animates the boys; any boy can rise in the School; even a boy without natural ability can obtain a diligence prize; there is quite enough incentive for all the boys; and the tone of the School is in favour of intellectual exertion; 1791–1795. Learned ancient history and geography at Harrow, but not much; remembers no modern history till Mr. Butler introduced it in the Upper Sixth two years ago; 1796–1801. French and German taught; ignorance in modern languages obstructs a boy's rise in school; 1802, 1803. Prizes for modern languages; 1828–1831. In mathematics he went as far as conic

RIDLEY, M. W., Esq.—*cont.*

sections, and read the whole of Euclid; believes he was sufficiently grounded in mathematics, and has not troubled himself about them since; 1804–1806. There were prizes at Harrow for natural science; the study was optional; sometimes as many as 90 or 100 would go in, at other times not more than 25 or 20; they had Lardner's Astronomy, some text book on geology, Lardner's Clocks and Watches, &c.; they had chemistry and botany; there was plenty of time to study these subjects without interfering with the classical studies; the examination of the papers was taken by the Masters in turn; the prizes for natural science are larger in value and more thought of than they used to be; 1807–1827 and 1832–1835. There is a debating society at Harrow; the monitors are *ex officio* members, the rest of the members elected by show of hands; 1836–1845. Average number of hours that a boy at Harrow is engaged in work per day 4½, with two hours in preparation, 6½ hours altogether; 1846, 1847. Obtained classical honours; was head in classics; at the end used to put on a special "spurt," as is usual before all examinations; 1848–1852. Minute details as to classical work at Harrow and at Oxford; 1853–1866. Asked, with his school and University experience, whether there is anything objectionable in the School system at Harrow that he would like to see remedied, witness replies that he would like to see more translations from Latin and Greek into English, and more regular attention paid to modern history; in general, regards the Harrow system as good, both with respect to the acquisition of knowledge and the formation of character; and thinks a boy gets a fair amount of knowledge and leaves school high spirited and with gentlemanly feelings; 1873. Latin grammar is fairly taught at Harrow; and he hears no complaints of the Harrow men at Oxford with regard to mathematical knowledge; 1870–1876. Cricket and football; 1868, 1869.

RUAULT, MR., G., page 217.

Is teacher of modern languages at Harrow; has been there altogether 18 years; at first he took part in the classical tuition, at the same time teaching German privately; teaches both French and German; is a native of Paris, and learned German in Germany, at Stuttgart; all the boys begin with French, and the most proficient are drafted into the German division; two hours a week is devoted to modern languages, with the exception of the last form, which have only 1½ hours a week; there is also the preparation, which takes an hour each lesson, making four hours a week; this is as much time as can be given to the two languages in a public school; does not say it is as much time as is necessary to acquire French and German thoroughly, but boys who have begun to read French on coming to the School read it very fluently on leaving the Sixth Form; thinks the result of the teaching of modern languages at Harrow very satisfactory; French and German are taught grammatically, and boys leaving in the upper forms attain a very fair knowledge of those languages, sufficient to enable them to acquire afterwards, in a short time, what cannot be taught in a public school, the power of speaking them fluently; a few of the boys take private lessons of him, and then the conversation is carried on in French; although formerly a boy might have come to Harrow with a fair knowledge of French and a considerable facility in speaking it, and lost it while there, it could not be so now that the learning of French is compulsory; and if the parent chose to pay the cost of private tuition, 9*l.* 9*s.* a year, there would be no chance of losing it; those who get private tuition speak perfectly well; when a boy has about two years or so to remain in school he is drafted off into the German class unless there is a special request from the parents that he may continue in the French instead of going to the German; there is little risk of a boy going off in his French during the last two years, considering the great inducement to keep it up by the trials; 1415–1463. Medals and prizes for French and German, none for Italian; 1464–1466. Has the same authority over his class of 24, as the classical masters have over their forms; and finds no difficulty in managing them; has the same authority out of school; 1467–1470. The test of proficiency in French to admit to the German class is reading French with facility from any authors given them, and translating at first sight from good classical authors; 1476–1479.

WATSON, REV. H. W., M.A., page 216.

Has been a mathematical master at Harrow a little more than five years; there were three other mathematical masters, and they shared the school between them; 1378–1381. Has 17 private pupils, who either want assistance to get on in school, or want to go to Cambridge well up in mathematics, or to the army prepared for the entrance examination; does not know whether those pupils would be prepared for the Woolwich examinations which were rather high in mathematics, but there is one very industrious boy at Harrow preparing for Woolwich and intending to go direct, without the intervention of a crammer; to gain time for additional mathematics he is excused one exercise a week but not always the same; 1382–1388. Thinks a fair proficiency in mathematics is made at Harrow considering the time devoted to it; considering that Harrow is a classical school does not think it desirable that extra time should be given to mathematics, except perhaps with regard to certain boys who might evince a much greater aptitude for mathematics than

WATSON, Rev. H. W., M.A.—*cont.*

classics; if in addition to this the boy evinced a want of aptitude for classics witness would probably represent the case to the Head Master; 1389–1391. There are considerable fluctuations in mathematics; some two or three years ago, judging from his private pupils, there was a much greater desire for mathematics than now; the compulsory part of mathematics does not appear to have become unpopular, nor is there any falling off in the proficiency of the highest boys or in their credit among their school fellows; 1392–1403. Asked whether anything occurred to him by which he imagined the system might be improved: the witness replies, it has often occurred to him that possibly a great advantage might result if more facility were given to the very highest boys of pursuing their studies more unfettered by the general regulations of the school; boys might employ their time profitably if some career were open to them, but the great difficulty was to prevent shirking, and to prevent advantage being taken of any relaxation in the ordinary work; a proportion of the exhibitions might be given to mathematics with a separate mathematical classification; but this must only be done in the highest form; the only way to get mathematics learned at all is by allowing them to count in the general school list at the end of the quarter and that is valued by the boys because it gains them a higher placing in the school; if the mathematics were to be separated from the classics lower down without affecting the school placing, they would be altogether disregarded; they are necessarily kept very subordinate by the best mathematical marks taking only rank with one-fourth of the best classical; the subject pursued; 1404–1408. A fair proportion of the boys in the Sixth Form have gone through Euclid, nearly one-half; a smaller proportion through trigonometry, one-fourth or one third; two-thirds of the boys would be able to work quadratic equations, evolution and involution; one-third probably leave school with very little knowledge of algebra; all take much greater interest in arithmetic; 1409–1415.

WESTCOTT, REV. B. F., page 206.

Has been assistant classical master at Harrow since 1852; has also been composition master since Midsummer 1853, appointed to the post by Dr. Vaughan; 1091–1093. Describes in detail his duties as composition master on his appointment, and their subsequent modifications, first by Dr. Vaughan and then by Mr. Butler, 1094–1107. The present compulsory mathematical arrangements were made before witness went to Harrow, those with regard to modern languages in the lower part of the school shortly afterwards; does not think those subjects interfere with composition, though they may interfere with the construing lessons; 1108–1112. Composition might be interfered with were still more time devoted to modern languages and mathematics; the time now devoted to classics is certainly not more than is absolutely necessary at any rate for the best boys; is inclined to think that the method of teaching the classics at Harrow is calculated to encourage and develope every form of sound scholarship; 1113–1115. Asked whether he could suggest any improvement on the present system, witness replies that the method of government allows of constant change of detail, but that in principle no change seemed to be called for; 1116. [Subsequently the witness writes a supplementary answer, that there are two details in the arrangement of the scholarship examinations of the Sixth Form which might be altered with advantage; it would be desirable to separate the classical and mathematical parts of the examination, and to assign some scholarships to classics only and some to mathematics only; the present system of adjudging our highest rewards to aggregate excellence in classics, mathematics, and modern languages is open to great objection, and the best scholars and the best mathematicians would gain considerably by the distinct recognition and reward of their respective studies; up to the Sixth Form the combination of marks works well, but in the highest form it seems reasonable to offer some scope for the special pursuit of either of the two great branches of University education; with regard to the classical examination for scholarships, he would like to see success made to depend chiefly on unseen passages, and not on work prepared in school; in other words, he wished our highest classical examination to be modelled on the examination for University scholarships; with this view also it would be well to confine the examination to selected candidates, and not as at present to extend it to the whole Upper and Lower Sixth Forms, *see* note to Q. 1116.] Believes that grammar is efficiently taught at Harrow, and that boys leave the Sixth Form with a fair proficiency in classical knowledge; 1117–1126. Has private pupils; thinks the best boys among them make fair progress in mathematics and modern languages; 1127–1133. During the ten years he has been at Harrow has not observed any falling off in classical scholarship among his own pupils; 1134–1140. The Latin grammar used at Harrow is that called King Edward VI.'s; it was prepared by Dr. Christopher Wordsworth, and resembles the Eton grammar in form and arrangement, but differs from it considerably in detail; 1141, 1142. School details: Latin prose, Latin theme, Latin translation, Latin and Greek in composition, original thought; 1143–1161. Punishments in pupil room; they generally consist of lines to write out or translations, if high in the School the boy would have lines to learn; effect on handwriting of writing lines; has heard of three pens being used together to write an imposition, but cannot conceive it possible that a punish-

HARROW.

WESTCOTT, Rev. B. F.,—*cont.*

ment so written would be taken if it were looked at; has heard of an imposition being written by a boy's fag; a law was then made that the tutor should countersign the lines sent to him, and the system is now at an end; 1162–1176. On the whole a better means of punishment than this of writing out does not suggest itself; 1177–1179. Keeps a small boarding house, with seven boarders, has taken eight under peculiar circumstances; would not willingly take a boy temporarily, expecting his withdrawal to a larger house; but has done so once or twice; closer and more constant supervision is inevitable in the smaller houses than in the larger ones; 1180–1184. His boys are with him at three meals a day; he also sees them two or three times every evening, to converse with them and explain any difficulties they may meet with; considers that he stands towards the boys *in loco parentis*; the idea of a small house is that of a family; the boys in the small houses are not isolated in their school or social relations; the subject pursued; for the advantages of the small house system the parents pay a larger sum than in the large houses; without this it would be impossible for the Master to live; his salary is 150*l.* a year, to which must be added the private tuition fees, 15*l.* each, from 22 to 40 boys, including the boarders; 1185–1220. Never had a monitor in his house; boys have left his house just before they became monitors; 1221–1226. Has had a boy in the cricket eleven; 1227. The peculiarities attending the small houses make no difference in that vigour and independence of character which are supposed to spring from the public school system; at the same time it is obvious that small houses extend the advantages of a public school education to many boys who, from delicacy of organization, physical and intellectual, would not otherwise have enjoyed them; it would be strange if a small-house boy were not more interested in and better informed upon general topics than one living almost entirely with boys; the example of a vicious boy in a small house would be more powerful than in a large house, but then detection is almost inevitable; the remuneration of the small boarding houses is very precarious; their position depends on the Head Master; 1228–1237. Gives religious instruction on Sundays to seven or eight boys in the English form; that form has practically no connexion with the School at Harrow; describes its position and relations; the boys are chiefly the sons of tradesmen, residing in Harrow and the vicinity; imagines the majority of them would be qualified to come on the Lyon Foundation; 1238–1256. Cribs, copying, &c., mode of detection; 1257–1256. As regards the Upper School, thinks the proportion of

WESTCOTT, Rev. B. F.—*cont.*

original composition and translation in Greek, Latin, and English about right; neither unduly preponderates over the other; and he would not be prepared to suggest the removal of one or the other form of composition; 1266.

WOOD, THOMAS, Esq., page 204.

Has been drawing master at Harrow School 26 years; lives at Harrow; 1015–1018. Has about 50 pupils on an average; they attend from their own desire or that of their parents, and when entered they attend regularly four times a fortnight or are punished by impositions; sends to their tutor once a fortnight a report of their attendance and progress; many of the boys take twice the minimum number of lessons; 1019–1035. Teaches perspective and then landscape sketching from nature, not drawing from models or casts; the time is taken out of the half-holidays; 1036–1044. Does not teach geometrical drawing; that is the department of the military drawing master, whose appointment is now vacant; he was an officer in the army, and used to come over for a day or two, but that was three or four years ago; 1048–1052. Never found any difficulty in keeping order in his class; for eight or ten years he had never occasion to report a boy; many of his boys are among the best in the general school studies; 1045–1047. If drawing were to become more general it could be taught in classes as part of the school work, not otherwise; then probably nearly the whole school might learn; 1060–1064. Some of the boys are content to begin the elements of drawing; generally the boys know something of it; 1065, 1066. Does not think drawing is at all confined to the weaklier boys; never heard that the boys who cultivated drawing were tempted to encroach on their school work; it is a study which furnishes good relief to school work; it is a mental relief as cricket is a physical relief; 1067–1071. Does not consider that drawing has an effect on the handwriting; at all events it has very little; it does not give freedom or precision of hand; on the contrary the best painters of the day are, as a rule, the worst writers; 1072–1074. It may give precision in the use of fire-arms; 1075, 1076. Looks upon drawing as an accomplishment rather than a school study; 1077, 1078. Has no suggestion to offer with regard to facilities for drawing, all the while the drawing time is taken out of the play-hours; 1079–1081. Prizes are now given for drawing; 1082–1086. Is paid entirely by fees, 3*l.* 3*s.* a term, which as there are three terms in the year, makes 9*l.* 9*s.* for each boy.

MINUTES OF EVIDENCE.

RUGBY.

LIST OF WITNESSES.

Name of Witness.	Date of Examination.	Page.	Name of Witness.	Date of Examination.	Page.
	1862.			1862.	
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			Rev. R. B. Mayor, Mathematical Assistant Master, and J. M. Wilson, Esq., Mathematical Assistant Master and Teacher of Natural Science.	„	280–283
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Rugby, Monday, 12th May 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
H. HALFORD VAUGHAN, ESQ.
THE REV. W. H. THOMPSON.

THE EARL OF CLARENDON IN THE CHAIR.

The Rev. FREDERICK TEMPLE, D.D., examined.

Rev. F. Temple.

12 May 1862.

1. (*Lord Clarendon.*) You are the Head Master of Rugby School?—I am.

2. How many years have you been Head Master?—Since the beginning of 1858.

3. Whom did you succeed?—I succeeded Dr. Goulburn. Perhaps it may facilitate the inquiry if I state that, with reference to the property and revenues of the school, I am not the authority to speak to those matters; those questions were answered, as far as p. 12, by Mr. Harris, the solicitor to the Trustees; and his clerk, Mr. Hefford, is now in attendance.

4. Then with respect to the property of the school, would you prefer not to answer the questions we may wish to put, but to have the clerk called in?—I would prefer that Mr. Hefford should answer those questions.

Mr. GEORGE VALENTINE HEFFORD called in and examined.

Mr. G. V. Hefford.

5. (*Lord Clarendon.*) Are you clerk to Mr. Harris, the solicitor to the Trustees?—Yes; I was also assistant to the late clerk for 20 years.

6. The answer to question 3 is, "A surveyor is "appointed to watch over the estates in Middlesex "to see that the lessees duly perform the covenants "in their respective leases"—and so on. How is that surveyor paid?—By the Trustees.

7. Do his salary and fees appear in the account?—Yes. His salary is 20*l.* a year, but he has fees besides for special investigations and reports.

8. Which are allowed by the Trustees?—Yes.

9. The same answer says, "The rents of the Middlesex estates are received by receivers appointed "under the authority of 17 Geo. 3. cap. 71 (rule 7 "of schedule), who give security to the Trustees to "the amount of 4,000*l.*" Is that jointly or severally?—Both. The security is the joint and several bond of themselves and their surety.

10. It says, "The rents of the Warwickshire estates are received half-yearly by the clerk (who "also gives security to the amount of 4,000*l.*)" Are those received by you?—Yes, as Mr. Harris's clerk.

11. We understand you are managing clerk to Mr. Harris?—Yes.

12. Your principal receives the rents and gives security for the 4,000*l.*?—Yes.

13. The same answer says, "The surveyor inspects all work in its progress, and sees that proper "materials are used, and that the work is well done. "All bills for work so done are referred to the surveyor for examination before they are paid by the "clerk." That seems to refer to the person under whose orders they are done. Is that considered to be a sufficient check?—Yes, it is found to work very well.

14. Answer No. 5 says, "The practice of taking "fines on the renewal of the leases of the larger "portion of the Middlesex estate appears to have "been only adopted on the granting of the leases for "40 years from the 5th January 1821, referred to "in paragraph 4, authorized by Act of Parliament "54 Geo. 3. cap. 131." How were those fines employed?—I apprehend that they were applied to the purposes authorized by the Act, viz., the erection of the school chapel—in payment of 911*l.* 11*s.* 9*d.* then owing for the purchase of houses adjoining the school—and the building of almshouses.

15. The practice of taking fines appears to have been begun in the year 1821, when was it discontinued?—From that period.

16. It was only done that once?—Fines were taken on the granting of new leases on the expiration of Sir William Milman's lease in 1779, and again on their expiry in 1821. I am not aware of any having been taken since the latter date.

17. Do you know why that authority was asked for, and why it was limited in the way it was?—The Trustees were desirous to build a chapel and additional almshouses, to increase the stipends and the number of the exhibitions, and to purchase additional property adjoining the schools; and the authority to take fines was one and only one of the modes sanctioned by the Act for raising the necessary funds. There is nothing particular in the limitation. The Act merely authorizes the raising the money by the means therein mentioned, and when so raised directs that it shall be applied to the purposes set forth.

18. (*Mr. Vaughan.*) Upon question 6.—Is there any prospect of the Middlesex estate recovering its value at all, which has depreciated 30 per cent. since 1821?—The annual income of the estate will be increased, but the intrinsic value of the greater part of the property is, in my opinion, permanently lowered owing to the extension of London westward.

19. In what sense is there a prospect of its recovering itself?—By the falling in of the leases granted in 1821, on which fines were taken.

20. There will be no fines taken?—No.

21. (*A Commissioner.*) When did the old leases begin to fall in?—In 1861.

22. (*Mr. Vaughan.*) Then upon the whole there would not be a recovery?—There will be no recovery in the intrinsic value of the property, but it will yield a larger income than before.

23. But at the same time there would not be occasional profits, which could be invested?—Not occa

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Rev. F. Temple. Mr. G. V. Hefford.

12 May 1862.

sional profits, but I hope there would be a profit of something like 800*l.* a year from increased rents that could be invested.

24. I mean the profits that formerly came from the fines will cease?—Undoubtedly; they have ceased for some time.

25. (*Lord Devon.*) Is it not the fact in many cases that from 1861 leases have already been granted?—Yes.

26. And the rent reserved in those leases is stated here?—Yes.

27. So that you do not anticipate any advance on the letting on that basis, do you?—Not as regards the property leased from 1861.

28. But do you anticipate it, say in 1881?—No; I think on the contrary there would be a depreciation in 1881. That matter I may state has been brought under the notice of the Trustees by the surveyor of the Middlesex estates, and the Trustees have made an order to the effect, that a reserve fund is to be formed with a view to rebuilding and reinstating the property at a certain time. A good deal of the property has deteriorated beyond the covenants of the lessees to reinstate. The consequence is that, on the falling in of many of these leases in 1881, and prior to that date, there would be a considerable expenditure required owing to the defective construction and other causes.

29. (*Mr. Vaughan.*) That would be an additional cause of depreciation to that mentioned here?—Yes.

30. The cause mentioned here is that the popularity of the neighbourhood has diminished?—Yes.

31. And besides that the property would be in an unsound state?—Yes.

32. (*Lord Devon.*) When you take the rents of real estate in London as you do under that head in page 6, are those rents composed of the sums which have been assumed as the yearly rent in the column headed "yearly rents," in the previous pages?—No; the receipts in page 6 are for the year expressed, ending Midsummer 1860.

33. Are you prepared to tell the Commission what will be the income of the estate in London, in the present year?—I apprehend the income will be increased to the extent of something like 800*l.*

34. Upon leases already executed and binding?—Yes.

35. So that in considering what would be the total income of the real estate, say in 1863, we should have to add 800*l.* to the 4,494*l.*—Yes.

36. (*Mr. Thompson.*) Is that owing to leases falling in?—Yes.

37. Entirely?—Yes.

38. You do not renew upon fines?—No.

39. You have not taken fines for how many years?—I am not aware that any fines have been taken since 1821.

40. (*Lord Devon.*) Then the Commission may assume that in the year 1863 the whole annual income of the property will be 5,577*l.* to which is to be added 800*l.*?—Yes.

41. (*Mr. Vaughan.*) Does that account (page 6) represent the application of the money at the present moment?—Yes.

42. Do the words "application of money so received, and the authority therefore," in the statement at page 6, refer to the same time?—Yes.

43. There are capitation fees mentioned in the statement?—I think you will find that they are mentioned in both.

44. Has the Head Master received his capitation fees?—Yes.

45. They come out of the receipts of the same year?—Yes; I have simply taken the income of the year 1860, and the expenditure of the year 1860.

46. It says, "capitation fees to Head Master (ditto "Rule 3). (Orders of Court of Chancery of 14th "April 1808 and 1st August 1823)." What capitation fees are those which you allude to as making up the sum of 455*l.* 3*s.* 6*d.*?—I will explain that. There is first of all, a fee of 6 guineas to the Head Master.

47. You refer to rule 3 of the schedule of 17 Geo. 1. cap. 71; you also refer to an Order of the Court of Chancery of the 14th April 1808, and you also refer to an Order of the Court of Chancery of the 1st August 1823. Where do you find in any of those three documents, a capitation fee of 6 guineas?—In no one of them, but we begin first by a lower fee, which is increased by the subsequent orders and statutes to a higher fee.

48. Do you mean that from all those together you get the sum of 6 guineas for a capitation fee to the Head Master?—Yes.

49. I understand you to say that the sum of 455*l.* 3*s.* 6*d.* is made up of certain capitation fees, each of which is 6 guineas, which are paid to the Head Master?—That is so.

50. I want to know what number of capitation fees that sum includes?—I cannot exactly tell without my calculations. It is the total of four quarterly payments of 1*l.* 11*s.* 6*d.* for each foundationer.

51. Your statement is then that it does consist of certain capitation fees of 6 guineas amounting to 455*l.* 3*s.* 6*d.*?—Yes.

52. Then I return to the question I have alresdy asked upon that: how do the authorities you have referred to empower the Trustees to pay capitation fees of 6 guineas to the Head Master?—In Rule 3, 17 Geo. 3, you will find that the Trustees are empowered to pay the Head Master a yearly sum not exceeding 3*l.* for each boy. The Order of the Court of Chancery of 14th April 1808 enables the Trustees to pay the Master of the said school the additional sum of 2*l.* per annum for each boy educated there upon the foundation, in addition to the stipend or salary paid to him under the third rule annexed to the said Act.

53. That makes 5*l.* There remains unaccounted for 1*l.* 6*s.*; who authorizes the payment of that?—The Order of the Court of Chancery, 1823.

54. The Order, as quoted by the answers in page 10, contains no authority for the payment of 1*l.* 6*s.* Perhaps the Order contains it. Have you a copy with you?—I am afraid I have not the Order here. I can submit an explanation of that to-morrow.

55. With regard to the assistant masters that is the same sum?—Yes.

56. Does that also consist of capitation fees to the amount of 6 guineas?—Yes.

57. Each capitation fee?—Yes. I must explain that by assistant masters, I mean assistant classical masters.

58. Do you refer as the authority for that payment to the same documents you have quoted as to the previous item, that is to Rule 3 of the 17 Geo. 3, and the same Orders of the Court of Chancery to be authorized by those documents?—Yes.

59. How are they made up?—They are made up in somewhat the same way as the others.

60. We have arrived at 5*l.* with regard to the Head Master; but how do you make out any part of that sum or the whole of it for the assistant masters?—I will explain that also to-morrow.

61. (*Lord Lyttelton.*) In page 10 it is stated that under the Act of 7 Geo. 4. c. 28, "the Trustees were "empowered to establish endowments or stipends in "the nature of Fellowships for life or for any less "period, of not less than 100*l.* per annum each, nor "exceeding 300*l.* per annum each, for the benefit of "ushers who may have served ten years, and Head "Masters who may be removed or retire." In page 11 it is stated that "two fellows receive 200*l.* "per annum each, and the other three 100*l.* per annum "each; but the Trustees some time since passed a "resolution to the effect that no appointments to "fellowships would be made in future, except in "special cases." That resolution cannot really bind the Trustees. I take it they still have power under the Act of Parliament to appoint any number of fellows they like?—Yes. The Act of Parliament is permissive. The Trustees can appoint to fellowships or not as they please.

(*Dr. Temple.*) I have understood the resolution

simply as a notice by the Trustees of what they meant to do, not as binding upon them, or as settling the legal right.

62. (*Lord Lyttelton to Mr. Hefford.*) Perhaps will you read the words?—The preamble of the Act 7 Geo. 4. cap. 28, is this: "Whereas, there hath of late "years been a considerable diminution in the number of "boys sent to the said school for education, and there "having been during the same period, very frequent "changes in the ushers of the said school, from "persons appointed to that situation having shortly "afterwards quitted the same for more lucrative "situations, it is apprehended that such diminution "in the number of boys sent to the said school, may "have been materially produced by such frequent "changes in the ushers of the said school; and it "is therefore desirable on that account, as well as for "the general benefit of the said school, that further "encouragement should be held out to proper persons "duly qualified for the purpose, to induce them not "only to accept the respective situations of head "master and ushers to the said school, but also to continue such their services therein, by enabling the said "Trustees to substitute and pay, out of the income "of the said charity, to each of the said ushers for "the time being of the said school, while officiating "as such, an annual sum of one hundred and twenty "pounds, in lieu of the salary and emoluments now "paid for that purpose out of the income of the said "charity; and also by enabling the said Trustees, "when and as soon as the revenues of the said "charity will admit thereof, regard being had to the "prior charges thereon, to establish certain endowments or stipends in the nature of fellowships, to "be called the fellowships of Lawrence Sheriff, of "not less than one hundred pounds a year, and not "exceeding three hundred pounds a year each, and "to apply for that purpose, every year, part of the "net surplus income of the said charity (not exceeding "in any one year the sum of one thousand pounds), "and, at his or their discretion, to appoint to such "fellowships, or any of them, any usher of the said "school, whether then actually officiating as such, or "who shall have filled that situation, and have retired "therefrom with a qualification, nevertheless with "respect to such usher, namely, that no person as "usher should be eligible to such appointment unless "he shall at the time have been in the service of the "said school as usher for the space of ten years at "least, and also to appoint to such fellowships, or "any of them, any person or persons who shall have "been Head Master of the said school, and who shall "have been removed, or who shall have voluntarily "retired therefrom, on account of old age or infirmity "of body or mind."

63. (*To Dr. Temple.*) Do I understand that ushers receiving these Fellowships must have ceased to officiate as ushers?—No.

64. But the Head Master must have retired?—Yes.

65. (*Lord Clarendon to Mr. Hefford.*) Who enjoy these Fellowships now?—Mr. Bonamy Price, who takes 200*l.* a year; the Rev. Mr. Bird, who takes 200*l.* a year; Mr. Highton, the principal of Cheltenham College, who takes 100*l.* a year; Rev. P. W. Powlet, who takes 100*l.* a year; and Mr. Anstey, the second master, who takes 100*l.* a year.

66. (*Lord Lyttelton.*) That does not make up the 1,000*l.* they are limited to?—No; it makes up the number now on the list; they are not bound to appoint to the full amount.

67. (*Lord Clarendon.*) Who appointed to these Fellowships?—The Trustees.

68. For services rendered?—For length of service. I believe Mr. Anstey's case to be the only instance where a fellow has been appointed while in the actual receipt of an income from the school.

69. Did he enjoy the Fellowship while in the receipt of an income?—Yes, and now enjoys it.

70. (*Mr. Thompson.*) He was here, I believe, before Dr. Arnold's time?—Yes, he was here in the time of Dr. Wooll.

71. (*Lord Clarendon.*) Are these appointments to Fellowships made on special grounds in each case?—Generally for length of service.

72. By the Trustees?—Yes; the object of the Trustees in passing the resolution, to which I have before adverted, was to discontinue those appointments altogether, but it occurred to them that a very extraordinary case might arise, and they did not like to tie their hands. The Act of Parliament is only permissive.

73. In those appointments by the Trustees do they record the special reasons for which they make the appointment?—No.

74. By that resolution they seem to have recognized the necessity of special reasons for those appointments; I want to know has anything arisen to create that necessity if it did not exist before, or was it an arbitrary if a proper exercise of their authority?—The Trustees were of opinion that the reasons stated in the Act of Parliament no longer existed, and that appointments to Fellowships should be limited in future to special cases.

75. It is not considered as a superannuation allowance, is it?—Not exactly so.

76. Because they appoint to these Fellowships gentlemen who are actually receiving salaries for work done in the school?—Yes; but there might be a case of this kind arise: that of a person who in the midst of his work might become permanently incapacitated from illness or other causes, in which case the Trustees might wish to make the appointment.

77. That would be in the nature of a superannuation allowance?—In that case it would be.

78. But in general where superannuation allowances are given the recipient does not remain in the fulfilment of his duties and in the full receipt of his salary?—No; I explained before that there was only one case of that kind, Mr. Anstey's case.

79. (*Lord Devon to Dr. Temple.*) In the case of the gentlemen who hold these Fellowships who are not at the same time existing ushers of the school, are any duties attached to those Fellowships?—Absolutely none.

80. How many gentlemen are there now enjoying those Fellowships and performing duties?—Only one.

81. (*Mr. Vaughan.*) It can hardly be said in Mr. Anstey's case that he is performing duties for the Fellowship if he is receiving remuneration for the duties he performs, therefore he is like the rest, because some of those very gentlemen are performing services elsewhere for which they are receiving money in the same way as Mr. Anstey does?—(*Mr. Hefford.*) Yes. The duties now performed by Mr. Anstey have no relation whatever to his Fellowship.

82. (*Lord Clarendon to Dr. Temple.*) Do you consider the continuance of these Fellowships practically valuable to the interests of the school?—Only in very extreme cases.

83. (*Lord Lyttelton.*) You can conceive some very extreme cases with a view to which it would be desirable to continue the power?—Yes.

84. (*Lord Clarendon.*) These extreme cases probably would be when a superannuation allowance has become necessary?—That would be the kind of case.

85. (*Lord Devon.*) Supposing an accident happened, blindness, or anything of that sort?—Yes.

86. Or unfitness to perform the duties?—Yes.

87. (*Mr. Vaughan.*) Do you think that mere superannuation in the strict sense of the term, that is disqualification from old age to perform the duties, would be one of those grounds, or do you think it should be from accident?—I should not like to give a positive opinion before the case arose.

88. (*Lord Clarendon.*) But you would probably think it necessary that the Trustees should exercise this power of giving superannuation allowances with reference to individuals no longer able to perform their duties at the school, and that, as a general rule, it should be limited to that?—I think the power

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should be retained and limited to very extreme cases.

89. You would give these Fellowships to individuals not only from unfitness to perform the duties but where they have not the means of acquiring a competence, or are in want of money?—That might be possibly one of the considerations, but I should not like to give an opinion, except on a case as it arose.

90. But you would like to see the power of appointing to these Fellowships limited by the Trustees to individuals who no longer are able to perform active duties?—Yes, I should.

91. (*Mr. Vaughan.*) You say you would wish to limit it to these cases; would you like to extend it to all such cases? I mean, do you think it would be advisable for the Trustees to give it in all cases where persons were disqualified from whatever cause from performing their duties?—No, certainly not.

92. (*To Mr. Hefford.*) In this Act of Parliament which empowers the Trustees to send eight exhibitioners for seven years, are any qualifications specified as necessary for the exhibitioners?—No.

93. (*Lord Clarendon.*) It is left to the discretion of the Trustees?—Yes.

94. (*Mr. Vaughan.*) Does the Order of the Court of Chancery of 1808, where the Trustees are empowered to pay 2*l.* to the Master for each foundationer, state what it is for—for instruction in what?—No.

95. Simply to pay him 2*l.* for each foundationer?—Yes.

96. Not for instruction in classics particularly, or in mathematics, or in grammar particularly?—No.

97. Will you read the Order?—It is as follows:—"It was ordered that the Trustees of the said charity "be at liberty to pay the Master of the said school "the additional sum of 2*l.* per annum for each boy "educated there upon the foundation, in addition to "the stipend or salary paid him under the 3rd rule "annexed to the said Act, and in the said plan or "scheme carried in before the said master, particularly mentioned and set forth."

98. There is nothing in the preamble, is there, which mentions that it is advisable to provide this, that, and the other kind of instruction?—Nothing whatever; I have the part here: "For the reasons before stated "the petitioners conceive it will be for the interests "of the charity that they should be at liberty to "adopt the plan or scheme for the disposal of their "surplus income carried in before the said master, "namely, that they should increase the stipend payable to the Master of the Grammar School, over "and above the salary heretofore paid him under the "authority vested in them by the third rule or order "contained in the said schedule annexed to the Act "of Parliament for selling the said charity estates "and hereditaments, passed in the 17th year of the "reign of His present Majesty, by the sum of two "pounds per annum for each boy educated there, "upon the foundation of the said charity, which supposing the number of boys on the foundation to be "35, would amount to 70*l.* per annum." That is all it says.

99. At page 10, it says: "By an Order of the "Court of Chancery, dated 17th January 1851, the "Trustees were allowed to pay 3*l.* 13*s.* 6*d.* for the "instruction of each foundationer in mathematics "and modern languages to and among the masters "and ushers of the said school in such proportions as "they shall see fit." Before that Order of the Court of Chancery who paid for the mathematical instruction of foundationers?—It was paid by the Trustees, but was not authorized by the Court of Chancery; we were going to the Court of Chancery on other matters, and we obtained the authority of the Court for making the payment thenceforth.

100. How long had it been paid before that?—For 20 years. I believe it began somewhere about 1828 or 1829. It was in Dr. Arnold's time.

101. The authority was not given till 20 years after the Trustees began to make the payment?—That is so.

102. (*Lord Lyttelton.*) The Order of the Court of Chancery sanctioned what had been done previously?—It sanctioned it so far that the payment was ordered to be continued.

103. (*Mr. Vaughan.*) Was the order of the Trustees on which the payment was made before the Order of the Court of Chancery a written one?—Yes.

104. Is it preserved?—It is.

105. (*Lord Clarendon.*) Properly speaking, the Trustees ought to have gone to the Court of Chancery in the first instance?—They ought; but the payment was made for the general benefit of the school, and to meet the liberality of Dr. Arnold, who contributed 50*l.* a year towards providing a mathematical master.

106. (*Mr. Vaughan.*) Was the fee for mathematics paid to a mathematical master or amongst the masters generally?—It was paid to the Head Master; the Head Master provided for mathematics, and this was a capitation fee paid to him for the mathematical master.

107. With regard to modern languages, who paid the foundation fee?—The Trustees.

108. Do you know enough of the history of Rugby School to know when instruction in modern languages was first given there?—There was a French master appointed in 1718, a Mr. Mather, and a French master was appointed from time to time afterwards; but instruction in modern languages was not given before Dr. Arnold's time.

109. Was it in Dr. Arnold's time, and concurrently with the provision for mathematics, that a fee was first paid for the foundationers for modern languages?—Yes.

110. Had the foundationers in fact received the instruction in modern languages gratuitously, although they were not paid for by a fee before Dr. Arnold's time?—I believe that such of them as desired to do so received instruction in French, but Dr. Arnold added the instruction in modern languages as part of the general school work.

111. Supposing they had received it, by what authority was the instruction provided for them in modern languages before Dr. Arnold's time?—I am afraid I cannot answer that question. I do not think there was any authority.

112. But you think that modern language instruction is the only one which originated before Dr. Arnold's time?—Yes; and that I am informed was given as an "extra," and did not form part of the general instruction in the school.

113. You do not know when that was?—No.

114. Are you perfectly aware from your own knowledge that there was a modern language master before Dr. Arnold's time?—No; but I find from the records of the Trustees that a French master was appointed in 1780, and that a French master was appointed from time to time afterwards.

115. The point I wished to elicit was whether the foundationers had had the advantage of gratuitous instruction during the whole of the time that there was a modern language master?—During the time that there was a modern language master appointed by the Trustees the foundationers would have gratuitous instruction.

116. That is an inference?—Yes.

117. You do not know it as a matter of fact?—I do not.

118. I believe it is expressly stated in the Act of Geo. 3, what branches of learning the foundationers shall have the advantage of being instructed in gratuitously?—Yes.

119. And modern languages is not among them?—No.

120. Nor mathematics?—No.

121. By the same Order of the Court of Chancery a salary of 20*l.* per annum was provided for the drawing master. Upon what ground, or for what

services was that given to the drawing master?—For the instruction of foundationers in drawing.

122. Is that in the Order?—It is simply, I believe, that a drawing master be appointed, but that meant that he was to be appointed for the instruction of the foundationers.

123. (*Lord Lyttelton.*) It has been so understood?—Always. I may mention that, although the Order states that a salary of 20*l.* may be paid to the drawing master, that did not constitute his income; the Head Master would make it up by fees for the instruction of the non-foundationers.

124. (*Mr. Vaughan.*) That Order was generally adhered to?—Yes; there is no doubt that whenever an appointment was made by the Trustees it was always intended by that appointment that it was for the instruction of the foundationers. Of course, the instruction was extended by the Head Master to the whole school. The same with the drawing master. His salary is 20*l.*, but his fees through the whole school are considerably more than that. For that 20*l.* it is expected that the foundationers will be taught drawing, and will not be called upon to pay any fee.

125. In page 10 (the answers say):—"By another "Order of the Charity Commissioners, dated 15th "March 1859, the Trustees were empowered to erect "a Natural Science School, to pay 3*l.* 13*s.* 6*d.* for "the instruction of each foundationer in mathematics, "modern languages, and the natural sciences, in lieu of "the 3*l.* 13*s.* 6*d.* allowed by the last-mentioned order." How, up to that time, had the foundationers been provided with instruction in natural sciences?—It was not provided for out of the charity up to that time.

126. But there was a natural science master before that?—Yes; Dr. Sharpe, and afterwards Rev. Berdmore Compton.

127. There was a natural science master, and up to that time the foundationers had paid the fee as all other boys had paid it; but at that time a change was made by which instruction in natural sciences was provided for them gratuitously?—Yes.

128. (*Mr. Vaughan to Mr. Hefford.*) Instruction in natural sciences was provided for the foundationers, and there was a natural science master, and, like all the other boys, if they had the instruction they paid for it?—Yes; but not after the order of the Charity Commissioners of 15th March 1859.

129. They ceased to pay then?—Yes.

130. And it was provided for them gratuitously?—Yes.

131. But when it was provided for them gratuitously there was no additional sum paid by the Trustees for the teaching?—There was no additional sum paid by the Trustees for the teaching of natural science. That was added to modern languages and mathematics, and the three branches of knowledge were taught for the same fee. I may state, however, that although the fee was not increased, the natural science room and laboratory were built and partially furnished at the expense of the charity, and this was considered a sufficient consideration for the gratuitous instruction of the foundationers in the natural sciences. A further provision was also made at the same time for increased instruction in mathematics, in the appointment of a mathematical master on the foundation at a salary of 120*l.* per annum.

132. Then there were two concurrent provisions; one of which was that the whole sum of 3*l.* 13*s.* 6*d.*, which formerly had provided instruction in mathematics and modern languages now provided instruction in mathematics, modern languages, and natural sciences; but at the same time a mathematical master was supplied by the Trustees with a salary of 120*l.* a year, and a lecture room and laboratory were built at the cost of the charity?—Yes.

133. (*Lord Lyttelton to Dr. Temple.*) I find at the head of the second paragraph at page 10,—"The Head "Master, with the sanction of the Trustees, exercises "power over the whole school;" and at the head of the third paragraph, page 12,—"The government of "the school is vested in 12 Trustees, who have full "power to appoint and dismiss of their own pleasure "the Head Master, and all the under masters, and to "make from time to time such rules and regulations "for the government of the school as they shall think "proper"—(there I see no limitation whatever)—"in practice, however, no specified regulations are "made, but the whole internal management and government of the school is delegated by the Trustees "to the Head Master, who from time to time reports "to the Trustees at their annual meeting any changes "which he may deem to be necessary." Am I right in understanding that it is entirely at their option, and that they not only have power at any time to make such rules and regulations as they shall think fit, without consulting anybody else, but also in any degree to control or diminish the power exercised by the Head Master over the school. I mean, for instance, if they thought proper they might increase the independent power of the assistant-masters; they might deprive the Head Master of the power of inflicting corporal punishment, or anything of that sort; and in point of fact almost the whole of the power enjoyed by the Head Master is enjoyed by delegation to him from the Trustees, not as a matter of strict right?—Not as a matter of strict right, it is merely by delegation.

134. Am I right then in saying that, in point of fact, the working of the system depends wholly on a thoroughly good understanding between the Trustees and the Head Master?—Certainly.

135. Could you tell us, as a matter of history, when Dr. Arnold was appointed, did he or did the Trustees enter into anything like a written understanding as to the discretion which he should particularly have?—I think not.

136. At the end of the same answer it is stated, "they, however, (the Trustees) occasionally, but "chiefly on his recommendation, make rules and "orders relating to the age at which a boy may "enter the school or continue in it, and at which he "may compete for exhibitions, limiting the number "of foundationers," and so on. Will you tell us more with regard to the word "chiefly"; have they ever in your time made such regulations without your recommendation?—No, never.

137. Can you account for that word "chiefly" there. Does it relate to some former time?—I am not aware.

(*Mr. Hefford.*) It related to a former time. I can mention one instance,—Dr. Arnold suggested that a place of solitary confinement should be provided as a punishment, and the Trustees did not approve of it.

138. (*Lord Clarendon.*) It is said that the Trustees have power "to make, from time to time such rules "and regulations for the government of the school as "they shall think proper." Are those rules and regulations reduced to writing?—Generally; but the rules and regulations they have made with regard to the government of the school are exceedingly rare; in fact, I do not know that I can put my hand on any.

139. Of what nature are the rules and regulations that are made?—There was one altering the number of subjects to be examined into for the exhibitions; that was on the recommendation of the Head Master.

140. (*Lord Lyttelton.*) Does it not appear in the form of a minute of a meeting?—Yes.

141. (*Lord Clarendon to Dr. Temple.*) You would not make any important change in the school or deviate from an established system in the school without communicating with the Trustees?—I should not certainly.

(*Mr. Hefford.*) The practice has invariably been for the Head Master to* first communicate with the Trustees.

142. And upon your recommendation to the Trustees they would adopt the change and record it in writing?—(*Dr. Temple.*) I presume they would.

* This was added on revision, see q. 188.

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143. There will be no difficulty in our seeing those rules?—(*Mr. Hefford.*) Not the least. I can furnish the Commission with a copy.

144. (*Lord Lyttelton to Dr. Temple.*) I apprehend in the case of anything of great importance you would take steps to have a meeting of the Trustees?—Yes.

145. (*Lord Devon.*) Practically during the time you have been Head Master have you found the discretion which you had in the management of the school in any way interfered with?—Not in the slightest degree.

146. (*Lord Clarendon.*) "The Head Master with "the sanction of the Trustees, exercises power over "the whole school. He assigns to each master the "form which he may think him best competent to "teach, and from time to time may remove him to "another form." Is that often done, the removing a master to another form?—When a master quits, his place is filled up necessarily.

147. Would you reduce a master, put him down to a lower form?—It would be in a very extreme case.

148. Have such cases occurred?—Not in my experience.

149. The moving up would be to a vacancy?—On a vacancy the Head Master has authority not only to fill up the new form, but to fill it up without reference to seniority.

150. And does he do that?—Yes; near the top of the school it is understood among the masters that it is the right thing to do.

151. But the Head Master exercises his discretion for the benefit of the school?—Yes; but in the lower part of the school the practice is that the Head Master, unless he has very strong reason to the contrary, should simply promote by seniority.

152. It is said that the Head Master has "the "school-house (containing accommodation for 70 "boarders) and a large garden and close free of rent, "rates, taxes, and repairs of all kinds." I do not know whether the value of that is stated in the income of the Master?—No, it is not.

(*Mr. Hefford.*) The house and land would be between 400*l.* and 500*l.* a year.

153. (*To Dr. Temple.*) You say, "Boarding-"houses generally are occupied by the senior "foundation masters. These houses belong to private "individuals," does that mean that they are hired by the master for the purpose?—Yes.

154. "Each assistant master is expected to devote "himself exclusively to the duties assigned to him by "the Head Master, and is responsible to him for the "discipline and good behaviour of his form." Has the Head Master any mode by which he ascertains the good behaviour and order of the form, or does he rely entirely on the reports of the under master?—He relies chiefly on the reports of the under master but it is the practice for the Head Master to examine the forms of the under master, and he can easily see whether a form is thoroughly under command or not.

155. He would be able to ascertain their discipline and good behaviour?—Yes.

156. "The mathematical master ranks in all things "as a classical master, and in addition to teaching "mathematics, is required to take his share in the "general school work equally with the other "masters." Is there any difference in his status from that of an assistant master?—None whatever.

157. (*Mr. Vaughan.*) As to discipline, he has just the same power over all, and they show the same deference in every respect?—Yes.

158. (*Lord Lyttelton.*) That applies to the boys of the school generally?—Yes.

159. (*Lord Clarendon.*) Has he a boarding-house?—He has.

160. (*Mr. Vaughan.*) Does the drawing master live at Rugby?—No; he lives in London.

161. It is put down here that the boys on the foundation receive instruction gratis for 20*l.* per annum. Do you happen to know how many of the pupils you mention in the answers are foundationers?—I cannot answer that.

162. (*Lord Clarendon.*) "The writing master is "required to teach writing and arithmetic in all its "branches to such boys as may be assigned to him "by the Head Master." What are the branches; how far do they go?—(*Mr. Hefford.*) I cannot tell. Those are the words of the statute. (*Dr. Temple.*) You will find that in Table C. (*Mr. Hefford.*) The statute states that a master is to be appointed to teach writing and arithmetic in all its branches.

163. (*Mr. Thompson.*) Is arithmetic taught by the mathematical master?—Yes.

164. (*Lord Clarendon to Dr. Temple.*) "Such "boys as may be assigned to him by the Head "Master." How does the Head Master make that selection?—He sends to the writing master the whole of the lower school and the lower mathematical sets of the middle schools.

165. What would be about the average number you would assign to the writing and mathematical master?—The number of the lower school is 66.

166. Do you consider that he can teach writing and arithmetic in all its branches to 66 pupils?—He has an assistant. Besides the 66 of the lower school he has part of the teaching of three forms at the bottom of the middle school, containing 71 boys; that is altogether 137.

167. Can he and his assistant efficiently teach writing and arithmetic in all its branches to 137 boys?—Yes, in proportion to the time which is assigned to those subjects; the proportion of time for arithmetic and mathematics, as well as for classics and other things, is preserved throughout the school, and he can teach those subjects efficiently in proportion to the time.

168. Do you consider that the results of the teaching of writing and arithmetic in all its branches are satisfactory?—The present writing master is an exceedingly good man; he has been the master for 46 or 47 years, and has never failed in his duty. In the event of a change I would get a University man, and so make the writing master an additional mathematical master. I think that would be an improvement.

169. (*A Commissioner.*) It would seem that one master and an assistant, let them be ever so efficient, could scarcely in the time allotted to them do as much as ought to be done for so large a number of boys?—I think if you get an able man the thing can be done.

170. (*Lord Clarendon.*) But you think that department might be better organised with reference to the number of boys?—I think it would be a better arrangement to have another mathematical master.

171. (*Lord Devon.*) How many hours in the day is the master employed?—The mathematical master has the forms for between three and four hours a week.

172. And he is himself employed for six hours every day?—I should think somewhere about that.

173. (*Lord Clarendon.*) "The librarian receives a salary of 5*l.* 5*s.* per annum for performing the duties of his office." Is that all he receives?—That is all.

174. What is the status of the librarian?—It is the same man, the writing master.

175. What is his duty?—It is simply to sit and give out books to the boys.

176. How can he sit down in the library, and deliver out books to the boys, and yet teach 137 boys?—He attends only at particular hours. Besides this, one of the assistant masters acts as librarian gratis.

177. (*Mr. Thompson.*) Is that by rotation?—No; by a master willing to do it. He catalogued the library the other day.

178. (*Lord Clarendon.*) "The Chaplain is required "to perform divine service in the school chapel ac-"cording to the rites and ceremonies of the Church of "England. He receives a salary of 50*l.* a year." Has the Chaplain any other duties?—The Chaplain is the Head Master.

179. That continues to be the case?—Yes.

180. (*Lord Devon.*) With regard to the salary stated in another part of your answer (the 50*l.*,) is that received?—It is handed over to the chapel.

181. (*Mr. Vaughan.*) I believe the history of

that is this, when Dr. Arnold came to the school there was a chapel; Dr. Arnold was extremely anxious to have an opportunity of preaching to the boys himself; but the difficulty of his position was this—as there was a stipend of 50*l.* per annum, if he appointed himself Chaplain it might have been said by ill-natured people that he had undertaken the office for the sake of the stipend, and in order to remove the possibility of such an imputation, he asked the Trustees to be allowed to act as Chaplain, and to give the 50*l.* to the chapel for whatever purposes he thought best?—(*Mr. Hefford.*) I believe that was so.

182. The real reason was a personal one?—Yes.

183. (*Lord Clarendon.*) Is it merged now in the general fund?—No.

184. Where does it go?—It is paid over to the Chapel Improvement fund.

185. The Chaplain is appointed by the Trustees?—Yes.

186. The almsmen have no duties assigned to them,—who appoints them?—The Trustees.

187. "The assistant and the other masters above "referred to, are generally elected on the nomination "of the Head Master." Do the Trustees ever except to the recommendation of the Head Master. Do they ever wish to appoint under masters of their own?—(*Dr. Temple.*) Not within my experience, and I never heard of it before my time.

188. (*Mr. Vaughan.*) You say "The Head Mas-"ter from time to time reports to the Trustees at "their annual meeting any changes that he may "deem to be necessary;" is that before he carries them into effect?—(*Dr. Temple.*) Yes; any changes in the regulations already made.

189. (*Lord Lyttelton.*) You mean matters of sufficient importance?—I mean changes in any regulations already made by the Trustees; not changes in any regulation which he himself may have made.

190. (*Mr. Thompson to Mr. Hefford.*) You have a copy of the Order of the Charity Commissioners of 1859?—Yes.

191. Can you tell me what the exact terms of the founding of the exhibitions were?—They were not founded in 1859.

192. How was it. They were held for a longer time previously?—It was a re-arrangement; the Trustees used to appoint three exhibitioners every year for seven years, and by this arrangement they were enabled to appoint five for four years.

193. Does not that make a difference between 20 and 21 exhibitions?—Yes.

194. Is that left entirely discretionary in the Trustees?—Yes; it is permissive as to all above eight. The appointment of eight at 40*l.* a year is regulated by the 59 Geo. 3. cap. 71, rule 9.—"The Trustees "or the major part of them to elect and send at such "time or times as they shall think proper, eight boys "to any of the colleges or halls in Oxford or Cam-"bridge the sum of 40*l.* a year, by half-yearly pay-"ments, to be paid out of the revenues of the said "charity estate to each boy for the term of seven "years and no longer." All the other powers beyond that are permissive. The Trustees could discontinue or alter the payments.

195. Do you mean that they could in the first instance drop one exhibition yearly?—Yes, if they chose. The order proceeds:—"Subject and with-"out prejudice to the rights and interests of the "'Exhibitioners' already appointed from the said "school to any college or hall in Oxford or Cam-"bridge, the said Trustees may fix the number, and "the scale of payment of the said exhibitioners to be "hereafter appointed therefrom, and to be paid out "of the income of the said charity in manner fol-"lowing, that is to say:

Number of Exhibitioners.	Amount of Annual payment to each Exhibitioner.
4 at	£40.
4 at	£50.
4 at	£60.
4 at	£70.
4 at	£80.

Total number of Exhibitioners.	Total amount payable to Exhibitioners.
20	£1,200."

That is a copy of the Order of the Charity Commissioners.

196. (*Lord Lyttelton.*) Question 7 is, "Is there "any power of altering or amending orders?"—The answer is, "There is no power, in fact, except the "ordinary power of the Court of Chancery." That is specified in the Act of Parliament. In case the Trustees wish to alter the scheme which the Act of Parliament sanctions, they are empowered to go to the Court of Chancery.

197. (*Mr. Vaughan.*) But is it not the case that they have ceased to go to the Court of Chancery. I observe all the recent orders are orders of the Charity Commissioners?—The Trustees, to save expense and for convenience, prefer going to the Charity Commissioners under the Charitable Trusts Act.

198. May they go to the Court of Chancery if they like. Is it only for convenience they go to the Charity Commissioners?—They can only now go to the Court of Chancery with the sanction of the Charity Commissioners; but there has been no reason lately for obtaining that sanction.

199. (*Lord Clarendon to Dr. Temple.*) "The school "has no visitor or visitors." Do you consider that the Trustees very efficiently perform their duties?—Yes.

200. With no inconvenience to yourself or others from having no visitor?—No.

201. You do not think the school requires it?—No.

202. (*Lord Lyttelton.*) The Bishop of the diocese has no visitatorial power over the school?—No.

203. (*To Mr. Hefford.*) When a second master was appointed, what was his salary?—It was 80*l.* a year. Mr. Chartres, I believe, was appointed when Dr. James came from Eton and introduced the Eton system.

204. (*Lord Clarendon to Dr. Temple.*) "Dr. "Arnold believed that he could best secure thoroughly "good instruction in mathematics and modern lan-"guages by having these subjects taught as part of "the regular school work by the classical masters "in their forms." That was, I believe, on the ground that reading and acquiring a grammatical knowledge of modern languages was all that was attainable at a school. Dr. Arnold thought it was impossible to learn to speak modern languages correctly there?—I believe also he thought it was impossible to get the same attention paid to the studies unless you had a man of the same social rank to teach them as the other (classical) masters.

205. But would there have been any difficulty in getting a mathematical master, and a modern languages master of the same social position as the classical masters?—Yes, unless they were in the same position in the school.

206. "Dr. Tait departed from Dr. Arnold's prin-"ciple, by appointing a mathematical master and a "modern language master, and by allowing those "classical masters, who preferred to do so, to hand "over the instruction of their forms in these subjects "to these gentlemen, as their substitutes, and to pay "them accordingly." Do not these substitutes get more boys than they can properly teach?—That has passed away.

207. Is there no provision now to hand over boys to substitutes?—No, none at all now; that is a matter of history.

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208. (*Mr. Vaughan.*) A sum is paid by each non-foundationer of 15½ guineas; was that sum settled by the Trustees?—It was.

209. When was that sum settled by the Trustees?—At the same time, I presume, as the foundationers' fees.

210. Was it when the last sum of 3*l.* 13*s.* 6*d.* for the foundationers was settled?—(*Mr. Hefford.*) The sum was fixed in 1828, and received the sanction of the Court of Chancery in January 1851.

211. Was it in January 1851 when the Order was applied for in the Court of Chancery to pay 3*l.* 13*s.* 6*d.* for every foundationer, for instruction in mathematics and modern languages?—Yes; these fees had been paid before, but then received additional sanction from the Court of Chancery.

212. Had it been paid without the authority of the Trustees up to that time?—No, not without the authority of the Trustees.

213. But the Trustees at that time made this regulation that 15½ guineas was to be paid by each non-foundationer?—Yes.

214. And I suppose it would not be competent to any person but the Trustees to alter or increase that?—Certainly not.

215. (*To Dr. Temple.*) You state here that in your opinion Dr. Arnold's system was a bad one, because it would mischievously restrict the choice of masters, if a man was obliged to teach classics, French, German, and mathematics?—Yes. I have no doubt that Dr. Arnold's plan was the best that could be devised for the time, but I do not think that it would be wise to continue it.

216. Would your opinion remain the same, supposing that he were required to teach one modern language, such as French?—Yes, it would.

217. Do you think that it would be impossible to secure for the sum which masters at Rugby are in the habit of receiving a master competent to teach one modern language in addition to his classical work?—No. I do not say it would be impossible to get such a man. I think it would mischievously restrict the choice. You would find such men occasionally; but the result of making it a requirement would be that every now and then you would be obliged to take a man whom you thought second best rather than the man you thought best.

218. You could not be sure of providing the best men to teach classics?—No, nor the best men generally.

219. You consider no man would be competent for the office of Master in your sense who was not the best man you could find?—I do.

220. You could not find too good a man for your master?—No.

221. (*Lord Devon.*) I observe you say, "Though "there are two modern language masters, the clas- "sical masters assist"?—It so happens.

222. (*Mr. Vaughan.*) Supposing it were a regulation that a man to fit himself to be a master in classics should be a perfectly good grammatical French scholar, or a perfectly good grammatical German scholar; do you think that being well known it would not induce men to add that qualification to their other qualifications?—I think we should lose more than we should gain by such a regulation.

223. (*Mr. Thompson.*) What do you think is the proportion of Englishmen who have a good knowledge of French or German, and who could pronounce it well?—I have no idea at all. It appears to me a practical question, and that such a regulation as you suggest would limit my choice of a master too much.

224. (*Mr. Vaughan.*) I wished particularly to ask that question with regard to a grammatical knowledge and not pronunciation; I mean simply a perfectly grammatical knowledge such as a man would have of Greek. A boy might acquire the pronunciation otherwise?—Yes.

225. What are the duties of the senior composition master?—He takes charge of two copies a week of the sixth form.

226. Are they verse or prose, or how are the copies determined which he is to take charge of?—Generally speaking they are Greek and Latin verse, but occasionally Greek prose, very rarely Latin prose.

227. Does he take charge of their composition in the most entire sense of the term. In the lower forms composition is a work which is divided between the master and the tutor; does the composition master who takes charge of these two exercises do the tutor's work as well as the work of the master of the form?—He does.

228. So that there are united in the composition master the duties of the tutor and the duties of the master of the form in reference to composition?—Yes.

229. With regard to the junior composition master, what are his duties?—He takes the remaining copies of the lower part of the sixth form, and he also has four classical lessons with the lower part of the sixth form.

230. The composition then of the whole of the sixth form is divided in fact between three masters, the Head Master, the senior composition master, the junior composition master, and the other classical work of the whole of the sixth form is divided between the Head Master and the junior composition master?—Yes.

231. (*Lord Devon.*) And the junior composition master besides takes a low form?—He does.

232. (*Mr. Vaughan.*) There appears to have been a payment of 125*l.* by the Head Master to the modern language master; when was that first made?—That precise payment was first made in 1858.

233. That is in addition to the sum of 120*l.* paid by the Trustees?—Yes.

234. What was the motive for saddling the Head Master with the payment to the modern language master at that time?—The income had already been saddled with that deduction, though not in the same shape.

235. It was not done first in 1858?—No, I cannot say precisely when it was done. It was not done all at once.

236. Then you do not know why it was first saddled with it?—I do not; but I can ascertain, if necessary.

237. Probably this 125*l.* payable by the Head Master was first paid when this new distribution was made?—No; it was not first paid then. A similar sum had been paid before.

238. You observe there is a difficulty in the transition. You say in the written answers there was a time at which the under masters had to provide the modern languages instruction, and then one suddenly finds that the Head Master is saddled with this, or with a part of it?—The transition took place in Dr. Tait's time, I know, but I cannot say the exact date or the circumstances. If you wish to ascertain that it is very easily done. When Dr. Tait appointed a mathematical master and a modern languages master he paid that mathematical master 100*l.* a year out of his own income; and I think some further additions were made to those payments by Dr. Goulburn, and the total amount paid by the Head Master in this way amounted to more than 125*l.*; and in 1858 it was limited to that sum. The money which he pays to the senior and junior composition masters is, of course, supposed to be paid for working the sixth form.

239. Do you know when the senior composition master was established?—By Dr. Tait when he first came.

240. And the junior composition master?—By myself when the sixth form grew to its present numbers. The senior composition master was appointed in 1842.

241. (*Lord Lyttelton.*) A question was asked as to

a foreign master teaching a modern language; you have one foreign master in the school?—Yes.

242. (*Lord Devon.*) Under the letter *f* I see "The "excess is called the reserve fund;" the excess above what?—The appropriations are said to cease at a certain point.

243. That is supposing the number of the school to rise above 457?—Yes; in some cases when it rises above 320, in other cases when it rises above 457.

244. Whatever surplus then remains out of the 15½ guineas in consequence of the cessation in the several cases adverted to of the specific appropriations, goes to constitute the reserve fund?—Yes.

245. (*Lord Clarendon.*) Under the head of B you say, "Besides the school fees, every boarder through- "out the school, and every boy resident in the town, "above the lower school and below the sixth form, "though not actually compelled, yet practically finds "it necessary to have a classical private tutor, at "a fee of ten guineas." Why does not the sixth form find it necessary?—When I say it is practically necessary, I mean that it affects the promotion from form to form.

246. (*Lord Lyttelton.*) When they have got as high as they can get, there is no absolute necessity for it any longer?—No. The promotions depend on passing the examinations; the examinations are partly in subjects which they work with their tutors, and the promotions are very much affected by the tutors' work; consequently they find it necessary to have a tutor.

247. (*Mr. Vaughan.*) How does it become necessary, in order to carry on the system of promotion, to have this extra work?—I did not mean that it was necessary in that sense; I meant that the boy would find it necessary for his own sake. I do not say we find it necessary to arrange it so.

248. He finds it necessary because other boys have tutors, and they would take up their tutors' work?—Yes.

249. Supposing there were no boys who had private tutors, the system of promotion would go on through the whole school equally?—Yes.

250. (*Lord Lyttelton.*) But they do, in fact, have private tutors, because they get on better with them?—Yes.

251. (*Lord Clarendon.*) What are the duties of the private tutor?—They are described in the answers.

252. (*Lord Lyttelton.*) The private tutor is not necessarily the same as the tutor with whom the boy boards, is he?—Not if the master with whom the boy boards is a mathematical master or a modern language master.

253. (*Mr. Vaughan.*) Do the boys in the sixth form pay any tutorial fee?—Most of them do, but it is optional in every case. It is not simply legally optional, which it is in all cases, it is also practically optional.

254. It seems the composition masters take a part of the duties of a tutor in composition, and the Head Master takes the remaining part, then, if there is a payment by the boys of a tutorial fee of ten guineas, what is that payment for?—For the remaining part of the duties of the tutor.

255. (*Lord Lyttelton.*) You say it is practically necessary for the boys below the sixth form to have a private tutor, because otherwise they would lose their promotion; but I presume there are many objects of emulation in the school in which the sixth form compete with those below them?—I think none.

256. You mean that the sixth form very often do without a private tutor, because they are all on a level, and start fair; but as to the boys below them, with a view to promotion, they find it necessary to have a private tutor?—Yes.

257. (*Mr. Vaughan.*) You say there are certain remaining duties of a tutor, but I understood you to say it is not necessary for these boys to have a private tutor, and therefore they may decline to do so if they like?—It would be possible for boys resident in the town to decline, and they sometimes do decline.

258. That is foundationers?—Non-foundationers too; but when living in a boarding-house with a tutor they very rarely decline.

259. But supposing the parent of a boy in the sixth form, not being a foundationer, at the commencement of the half year, were to say he objected to paying the fee for a tutor any more, what would the answer be to him?—He would not be required to pay it.

260. (*Lord Lyttelton.*) Could he have a private tutor gratis?—No.

261. (*Mr. Vaughan.*) What would become in that case of the duties which remained to be done by the tutor over and above those which you have already specified?—The work which is generally done by the tutor for the sixth form boys is entirely extra work, over and above the school work, and it does not come into the school work in any way; those subjects would be omitted after the disadvantage of not having a tutor had been pointed out to him without effect.

262. (*Lord Clarendon.*) Though the boys of the sixth form do not require a tutor for the purposes of promotion, still there must be competition among themselves to get higher places in the sixth form?—No; they do not change places in the sixth form. Private tutors are not allowed to touch the subjects for prizes, nor the form work.

263. (*Lord Lyttelton.*) Then what advantage would a private tutor be to a sixth-form boy?—All boys are the better for special help in their weak points. A tutor can give that to his pupils in the sixth form, and no one else can.

264. As a matter of fact, can you state how many of the sixth-form boys pay this fee, and have a private tutor?—There are very few exceptions; I should think nine-tenths have private tutors and pay the fee.

265. Is it the usage that the private tutor of the boy is always the master with whom he boards?—Yes.

266. But his duties as a private tutor are apart from the general supervision of the boy in the house?—Yes; the duty of the tutor is so far to have a general supervision over the boy that he would in all cases be consulted on all moral questions affecting the boy as tutor, not merely as boarding master.

267. Is that practically esteemed of much importance?—Yes; it is of considerable importance.

268. I understand the boarding-house master has the general charge of a boy's conduct?—Yes; but the classical master in almost all cases has seen his work from the time of his coming to the school; he knows how he has gone on from form to form, and consequently he knows a great deal about him, which even the boarding master cannot know.

269. (*Lord Devon.*) I observe it is stated here that the fee of ten guineas is paid by the parents in the case of non-foundationers, but that foundationers, on application to the Head Master, can have a tutor gratis. Does not that place you in an invidious and difficult position sometimes to have to decide whether the means of a parent are sufficient?—I never decide. If any foundationer applies he has a tutor gratis.

270. (*Lord Lyttelton.*) It had occurred to me too that it might be rather an invidious system, but I think the disagreeableness of it would be to the parents of the foundationers. Is it not rather disagreeable to throw it on the foundationer's parent to decide whether he shall apply for a gratuity of this kind. How does it work. Do they often or always apply?—People who have not really good incomes apply without hesitation.

271. I observe this comes below—"Many of them, "however, being well able to do it pay the 10*l.* 10*s.* "to the classical tutor"?—Yes.

272. Are you quite convinced that that works satisfactorily?—I am satisfied it works very satisfactorily.

273. (*Lord Devon.*) What proportion of the foundationers pay the ten guineas do you suppose?—I do not know. I could very easily find out.

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274. (*Lord Lyttelton.*) You make the parents the judges whether they can fairly pay the fee?—Yes.

275. Is their paying the ten guineas for this, which is practically necessary, quite consistent with the original arrangement sanctioned by the statute 17 Geo. 3. that the boys on the foundation were to be instructed free of cost?—The boys on the foundation are instructed free of cost.

276. A certain number of them pay the ten guineas?—They need not pay it.

277. But it is practically though not legally necessary, you say?—It is practically necessary that the boys should have private tutors; not practically necessary that the parents should pay the fees.

278. (*Lord Clarendon.*) If it is practically necessary to have a private tutor the foundationers would be at a disadvantage if they had not one?—Yes.

279. (*Mr. Thompson.*) Are they taken by the private tutor gratis?—No, he is paid.

280. By the Trustees?—No; he is paid, as you will see just above No. 2, page 13: "In order to put the "tutors who take them on precisely the same footing "as the rest all these pupils are paid for; and if the "sum required is small, it is paid out of the reserved "fund; if not, it is raised by a small tax on all the "classical tutors."

281. (*Lord Devon.*) Would it not be a more simple plan that the Trustees should pay in the case of foundationers?—I should be perfectly satisfied that the Trustees should pay if the trust money can afford it. There is, however, absolutely no question asked; the parents have simply to write and say that they do not wish to pay.

282. Is it at all within your knowledge that any dissatisfaction has ever existed on the part of the tutors who are taxed on this ground?—I do not think so; I never heard of any dissatisfaction certainly.

283. (*Lord Clarendon.*) "The senior and the three "mathematical masters are limited to 50 mathema-"tical pupils each." Do you or do you not consider that too many?—I do not think it is too many. A man can easily teach 50, considering how much he is supposed to do for them.

284. How much is that?—He is bound to give them two hours a week; *i.e.*, not each pupil separately, but each set two hours a week.

285. Do you consider that that is giving them enough?—I think it is quite enough for the money; and, as far as the boys are concerned, it is, generally speaking, as much as it is wise to undertake over and above their school work.

286. Does that mean extra mathematical instruction?—Yes. It is out of school altogether; it is besides the regular instruction they get in school. The regular instruction they get in school is included in the ordinary schoolcharges, but this is for special boys whose parents wish them to learn more mathematics.

287. No. 3 says, "There are two modern language "masters." Are they foreigners?—Not both of them; one is an Englishman.

288. What is the other?—A Prussian.

289. What does he teach?—French and German.

290. Does the other gentleman teach French and German too?—Yes.

291. Do you consider that the Prussian gentleman is capable of teaching French efficiently?—I think Mr. Vecqueray teaches French exceedingly well. He was educated in Belgium.

292. (*Lord Lyttelton.*) Does he teach a class like any other master?—Yes.

293. And has he the sole charge of a class?—Yes.

294. Has he ever found any difficulty in maintaining order?—I think not.

295. Does he speak to the boys entirely in French and German?—No, he speaks English.

296. He is on the same footing as other masters?—Yes.

297. (*Mr. Vaughan.*) His footing is like that of the mathematical master, is it not?—Yes.

298. In discipline and in all respects is he the same as the mathematical master?—Precisely.

299. (*Lord Clarendon.*) Out of school as well as in?—Out of school as well as in. I think, perhaps, it would not have been so easy to put him in this position if there had not been by his side the other modern languages master, who is an Oxford man.

300. Does the other master teach French and German?—Yes; the Rev. P. Bowden Smith teaches eight sets.

301. Is he an efficient master?—He is a thoroughly efficient master.

302. (*Mr. Vaughan.*) About the pronunciation?—I believe his pronunciation to be thoroughly good; but we cannot undertake that boys shall be made perfect in pronunciation here.

303. Does he teach the higher or the lower divisions in modern languages?—All through the school.

304. You do not as a matter of fact miss anything with regard to the pronunciation of that which Mr. Bowden Smith teaches?—Certainly not.

305. Do his pupils or their parents at all complain?—Certainly not.

306. Then in that respect the Englishman stands very much as the Prussian does, as I understand?—Yes.

307. Then the Prussian, not being a Frenchman, teaches the French language and the pronunciation well, and the Englishman you think also teaches that language and the pronunciation well?—Yes; really well.

308. Does Mr. Vecqueray live here?—Yes.

309. (*Mr. Thompson.*) Has he a boarding house?—No; Mr. Bowden Smith has a boarding house.

310. Would you see any objection to Mr. Vecqueray having one?—I should not. He has married an English lady. I should think it objectionable if by any accident the majority of the boarding-houses were in the hands of the non-classical masters.

311. (*Lord Clarendon.*) You say "Every non-foun-"dationer pays 30*s.* to the writing master." Is every boy compelled to take lessons in writing?—No; but those who are not required to take lessons from the writing master have extra lessons from the mathematical master instead. The writing master has to teach arithmetic as well. They get so much teaching for their money. If they do not get it from the writing master they get it from the mathematical master. The writing master takes only the lower part of the school, but in the upper part of the school the instruction which would have been given by the writing master is given by the mathematical master.

312. And then I see that the writing master has to pay 2*s.* 6*d.* a boy on every boy in the school above 400 to the reserve fund?—Yes, it is not very much; it is only half-a-crown a boy for 60 boys. It was a private arrangement of Dr. Tait's.

313. Are you prepared to give us the average profits of the boarding houses?—I have not calculated the average.

314. Estimating the actual cost of each boy at 1*l.* a week?—I have been endeavouring to make out a calculation of the profits of the boarding houses; it is exceedingly difficult.

315. "The Head Master has a boarding house, the "average number of boarders in which has lately "been 72. There are seven other boarding houses "the largest had last year 50 boarders, the smallest, "42, and the average number was 46. The profits of "such houses must vary with the management. Pro-"bably in no case do they exceed 15*l.* a boarder per "annum, except perhaps in the school house, which "pays no rent, and they necessitate a more expensive "style of living." I made a calculation which was quite under the mark; I put it at 14*l.* a year?—I think in the Head Master's house it is more, because he pays no rent. The profit of the Head Master, as nearly as I can make out, is 17*l.* 10*s.* per boy per annum. I must say it is a very free estimate, but I can give the precise data on which it is founded.

316. You say, "I compute the income of the 19 "lower masters to average 700*l.* a year exclusive of "the profit of the boarding houses"?—Yes.

317. (*Mr. Vaughan.*) Have you never entered into any computation as to what the class of masters who are best off make?—I have not; but in consequence of a letter from the secretary I have been trying to make a computation, and have taken a great deal of trouble in trying to separate the items in any way. I have been trying to make a computation of what the profits were on the school-house, and I will see whether I can get a similar computation from the other houses, but whether they will be able to make anything like a computation that may be relied upon I do not know.

318. Have you ever computed the income of a classical master who occupies a boarding house, being one of the classical masters who is paid a salary?—No; I have not.

319. I have made a rough calculation on such a master's profits. I make it out to be about 644*l.* profit on the boarding house, reckoning the profit on each boarder rather under the mark at 14*l.*, 472*l.* for pupils, about 336*l.* derived from the school charges, that is to say, from the 15 guinea fee and 120*l.* salary, so that on the whole the class of masters who are in the first position, even supposing the profit on their boarders to be only 14*l.* a boy, would be something very near 1,600*l.* a year?—I think several of the masters would probably say that 14*l.* was more than they really get from each boy. I think they would be correct in saying so, because I know by calculating what would be the cost of my own house if I had to pay a rent in proportion; I think that the 17*l.* 10*s.* would probably drop to about 12*l.* 10*s.*, because such a house as that I could not get for 350*l.* a year; that would be 5*l.* a boy.

320. (*Lord Clarendon.*) Probably you could not get it at all here?—Probably not; the rents are more than that, so that if the profit of my own house is 17*l.* 10*s.* a boy; I should doubt whether in the other masters' houses they get above 12*l.* 10*s.*

321. (*Lord Lyttelton.*) There is a statement in answer to another question, that you believe the profit of the boarding houses not to be above one-half of what it was in 1842; on what data do you ground that?—Partly on the rise in the prices of provisions, and partly on the difference of habits, which necessitate in the first place very much better accommodation, and therefore very much larger rents, and secondly a great many more servants of a different class.

322. (*Lord Clarendon.*) The answer at the bottom of page 16 is of considerable importance: "The pre- "sent number of masters is enough to teach the "school reasonably well. But there can be no doubt "that a few more would be a great improvement. "It is, however, felt that it would be a questionable "policy to lower the salaries any further; even as "it is, though first-rate men can be got, they cannot "be got so easily as three years ago. And it would "be a very great mistake to lower the standard of "the men appointed to assistant masterships in order "to make the average size of a form 29 instead of "33." I think as a principle that is perfectly right, but do you find a greater difficulty in getting masters now than formerly, the masters having, as Mr. Vaughan has just been saying, salaries of something like 1,600*l.*?—In the first place that only applies to the seven senior masters; and in the second place it is not nearly so much as they used to get. It is a pure question of the market, and I can only say as a matter of fact that I find them harder to get now than three years ago. I noticed that three years ago I had only to ask a man to come and he came. This last year I asked four men to come and they declined on the ground that the money was not enough. And this was in consequence of the reductions made in 1858, because before 1858 the number of pupils was unlimited, and the school salary might rise above 336*l.*

323. (*Mr. Vaughan.*) Although, perhaps, at the moment of appointment the position of a master in Rugby school was not worth much, were you not able to tell him that if he stayed there a certain average number of years, the place would be worth 1,600*l.* a year?—I could not give him a boarding house at once, and I could not promise that when his turn came the school would be full.

324. As a matter of fact you have never said that his position would improve to that extent?—I have only said, "You will get so much a year, and there "are so many boarding houses, to one of which you "can look forward."

325. Do you think he would have a probability of getting so much as that?—I believe it is generally thought that these boarding houses are worth a great deal more than they really are.

326. (*A Commissioner.*) Would there be any objection to the extension of the boarding houses?—The only objection is that we have no room for more boys in the school, so that you must diminish the number of boarders in each house, and then you would be taking away one of the great inducements to able men to accept masterships.

327. (*Mr. Vaughan.*) Can you state the average number of years a man will have to wait for a boarding house?—It varies very much. It is exceedingly difficult to give an average that would be a guide to any man. There was one instance of a man waiting for ten years without getting a boarding house; and I have known a man get one after only two years.

328. The last name in your list of masters of boarding houses is that of Mr. ——, and a few years ago I remember Mr. ——, an undergraduate at Oxford?—When a new Head Master comes, there is always a great move. Mr. —— came with me; of course he was one who came at the top of that great move; but from that time forward the movement is slow, until another Head Master comes.

329. I suppose there is an average which you could ascertain?—Yes, I could get an average, no doubt.

330. (*Lord Lyttelton.*) You can tell how much those who have no houses make?—Yes.

331. The difference is very great?—Yes.

332. (*Lord Clarendon.*) They average about 700*l.* a year?—Yes.

333. (*Mr. Vaughan.*) I should make it out more than that if the master had a full number of boys?—You can see what it is.

334. It does not appear very clearly, but I am supposing the pupils to be worth 472*l.* 10*s.*, the charges to be 336*l.*, and the salary 120*l*; I make it 928*l.* at that calculation?—Then you are taking the man at the top. He would get that certainly.

335. I am supposing a man not to have a boarding house, but to have a full number of pupils?—You suppose him to be at the top of the list, and to get 336*l.* from the school, which is the case with only the first seven: moreover, only the first seven get the 120*l.* salary: and a man on first coming will not get his full number of pupils.

336. Do you give the mathematical and modern language masters houses just as you do the others?—Yes.

337. Is it the case that the second mathematical master is now conducting a boarding house?—No, the first mathematical master.

338. It is stated in the table, p. 15, that the second as well as the first has a boarding house; is there then an error in the printing?—No, there is no error, because that gentleman died; he died between the two intervals.

339. (*Lord Lyttelton.*) The private pupils are limited to 50?—Yes.

340. (*Lord Clarendon.*) You say, "The present "distribution of the school income was agreed upon "by the masters in 1858. It was then understood "that as nearly as possible one classical master "should be provided for every 32 boys." How can he take 50 private pupils?—Because he does not take

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as pupils the 32 boys of his form; the private pupils are not the same as the form.

341. He does not get more than a man can do?—I do not think it is at all more than a man can do. He does not take the 50 private pupils all at once; I do not suppose he ever takes more than 20 at a time.

342. As to No. 12. Has there ever been an appeal against the Head Master in your time upon any point?—None in my time. There was one, I think, in Dr. Goulburn's time.

343. (*To Mr. Hefford.*) Can you state what came of that?—I do not recollect that it came before the Trustees.

(*Dr. Temple.*) Then it must have come to nothing. There was an appeal by the parent of a boy whom Dr. Goulburn had sent away.

344. (*Lord Clarendon.*) "The assistant masters "are, as a rule, men from our own universities. All "are so now, except one of the modern language "masters, who is a foreigner." Is there any instance of a non-university man being appointed?—Not to my knowledge.

345. Is any preference given, *cæteris paribus*, to a Rugby man?—None whatever.

346. (*Lord Lyttelton.*) When you speak of our universities, you mean Oxford and Cambridge?—Yes.

347. (*Lord Clarendon.*) Do the foundationers wear any particular dress?—None whatever.

348. At no time?—At no time.

349. At the bottom of page 17 you say, "Regard "being had to the number of scholars on the founda- "tion, and to the income and expenditure for the "charity, a residence within the limits for two years "is now required." Has that checked the influx of strangers who used to come?—I should say it has; but I think it has made those who do come stay a little longer. They now frequently come before their boys are old enough to come to us, so that when the boys are old enough they become foundationers at once.

350. They used to come in large numbers?—Yes, and availed themselves of the foundation at once.

351. (*Lord Lyttelton.*) These limits of 5 miles and 10 miles are, I apprehend, practically considerably longer than need be; you do not practically find foundation boys coming from so far, do you?—Yes; they put them into the boarding houses.

352. (*Lord Clarendon to Mr. Hefford.*) You say, "The position of the foundationers is much more "advantageous than it was originally;" in what respect?—The advantages to the foundationers now are that they receive an education infinitely superior and more varied than what it used to be.

353. (*Mr. Vaughan to Mr. Hefford.*) They are entitled to instruction in particular subjects only by the original foundation, and as new subjects have been brought in they have had instruction in all those new subjects, gradually, one after the other, for nothing; so that they have now got a large money's worth of instruction?—Yes.

354. How long have you known Rugby?—Twenty-six years.

355. Do you happen to know what the population of Rugby was when you first came here?—It was under 4,000.

356. Do you know what the population is now?—7,818, according to the census of 1861.

357. Has the increase of population been by the immigration of new inhabitants or by the natural growth of the population?—By the immigration of new inhabitants in some measure owing to the railways.

358. Are there a great number of families here that were not here before the railways?—Yes; a great many.

359. Do you attribute that to the railways having brought the population?—In some measure, but I attribute it still more to the popularity of Rugby as a place of education.

360. Do you think the railways have made much difference?—I think that the railways have contributed largely to it.

361. Have you any notion as to the comparative rate of progress in the population within the last 30 years; take a hundred years before the last 30 years, and the last 30 years; in which period do you imagine the population has most increased?—In the latter, certainly, the population in 1831 was about 2,500 only.

362. With regard to buildings: since you have known it has the place entirely altered?—Very much.

363. Should you recognize it for the same town if you were brought into it not knowing where you were?—I do not think anyone would.

364. Have you known during that time the value of the property?—I have.

365. Can you give the Commission any idea of the degree in which the value of property has increased during the last 30 years?—I think I may say it has increased 25 per cent. at a rough calculation.

366. I believe there is a certain small property in the place belonging to the school Trustees?—Yes.

367. Has the money value of that estate increased at all in proportion to the rise in the value of property in the town Do the Trustees derive from the property which they have in the town an increase of income at all proportionate to what other inhabitants who have property in the town derive?—The Trustees have no property in the town which they let, save one house let on a long lease.

368. The consequence is it produces no pecuniary return at all?—No.

369. What is the nature of the population that supplies the foundationers to the school; is it a population that remains here?—It is chiefly a fluctuating population.

370. Do people come here, take the benefit of the education for their children, and then go away?—Generally.

371. They are not permanent inhabitants?—No.

372. Supposing any money had been left for the benefit of persons born at Rugby, it is not of that class that the foundation members of the school consist?—No. They come here for the primary purpose of availing themselves of the opportunity of educating their children.

373. Suppose the case of a founder who 300 years ago had left a school for the benefit of the inhabitants of the town in which he lived; do you suppose that those inhabitants bore at all the same relation to the locality that the present inhabitants of Rugby bear to it?—Certainly not.

374. (*Mr. Thompson.*) Is there any good commercial school in the town?—I am not aware of any, save one, kept by Mr. Hopewell.

375. (*Mr. Vaughan.*) I see from the returns that there are some residents in the town who are at the school but who are not foundationers, some six boys; are they in the course of qualification to become foundationers?—Yes; I should say every one of them.

376. It is not then from any rejection of the benefits of the foundation but from disqualification?—Yes.

377. (*Lord Lyttelton.*) Would they become qualified *ipso facto* by living here two years?—Yes.

378. (*Lord Clarendon.*) Is there any means of classifying or distinguishing between those foundationers who come merely for purposes of education, and then go away, and those who are *bonâ fide* residents in the place, for whose benefit the foundation was established?—I have no doubt they could be distinguished.

379. There never has been any such distinction?—No.

380. Do you at all know what proportion they bear to each other?—I do not.

381. (*Mr. Thompson.*) Can any tradesman at Rugby send his son to the school?—Anyone.

382. (*Mr. Vaughan to Dr. Temple.*) Have you ever calculated the extreme pecuniary value which a foundationer might derive from the foundation supposing he were to claim it all? Supposing he were to take every advantage that he could take of the education that is given him, what would be the pecuniary value of it?—I think that is answered at page 19.

383. There are one or two things omitted in page 19. That does not give a full account. In the first place the natural philosophy instruction is not mentioned?—You mean if he took it.

384. I mean supposing that he claimed it. There is also no mention of the drawing master?—No. Natural philosophy and drawing should be added.

385. (*Lord Clarendon.*) Foundationers are always admitted by the Head Master on application, without any application to the Trustees, are they not?—Yes.

386. (*To Mr. Hefford.*) At the latter end of No. 17 you say, "The Act of the 54 Geo. 3., after reciting "that it was expedient that a chapel should be erected, "enacts that the Trustees may raise 14,000*l.* for that "and other purposes." Was that sum so expended?—Yes.

387. On the chapel?—Yes, on that and the other purposes specified in the Act.

388. (*Lord Lyttelton.*) Then the cost of that chapel did not exceed 14,000*l.*?—No; the money was also applied under the Act of Parliament to increase the number and stipends of the exhibitioners.

389. (*Lord Devon.*) I thought I understood from you that that went for the chapel only?—No. The cost of the chapel was not to exceed 8,000*l.*

390. That originally was without the transept?—Yes. It has cost a great deal more than that since it was built.

391. (*Lord Clarendon to Dr. Temple.*) It says, "The Trustees have the power of limiting the number of non-foundationers." Now the number of the boys in each house cannot be increased without the permission of the Head Master. You would not increase the number of boarding houses unless the number of boys increased?—No, I should not.

392. (*Lord Lyttelton.*) Do you refuse a great many now?—I refuse twice as many as I take, because I have not room. I have three times as many applications as I can take in the school.

393. (*Lord Clarendon.*) No. 18. "The ordinary "charges of a boy at Rugby are best exhibited by the "annexed specimens of half-yearly bills." Is it the custom to send the bills in twice a year?—Twice a year. We have only two holidays in the year, not three as at Harrow and Eton.

394. "The expenses of a boy at any other boarding "house are 2*l.* 16*s.* per annum more than at the school "house, since the other houses put fires into their "studies, and charge for them." Are the school house studies so warm that they do not want fires?—They are warmed by hot air. The passages are warmed.

395. (*Mr. Vaughan.*) Do you think it effectual?—Tolerably.

396. (*Lord Clarendon.*) But the boys are warm enough?—They do not complain certainly. You could not put fireplaces in the present studies; you would have to pull them down.

397. If the boys do not complain, you do not think they are likely to be suffering?—I think the hot air flues warm the place very fairly.

398. About what is a boy's school bill?—£65 is the average half-yearly.

399. (*Mr. Vaughan.*) I make out that the necessary charges are 88*l.* 2*s.* 6*d.* per annum?—I have known boys go through the school with their yearly bills never amounting to 100*l.*

400. That is with tradesmen's bills?—Yes.

401. I am speaking of the necessary school charges and the board and lodging?—Probably about 90*l.*

402. (*Lord Lyttelton.*) Does any boy learn dancing here?—I have never known anyone to do so.

403. (*Lord Clarendon.*) You said that the drawing master lived in London; is not that rather an inconvenience?—We must take our choice between getting a very good man from London or not so good a man here.

404. How often does he come?—Once a week.

405. (*Lord Devon.*) I see there is a drilling master; is that the same man who drills the rifles?—The rifle corps, I may observe, is put very much in the hands of the boys themselves. The masters interfere as little as possible, only just to keep the accounts clear. They make their own rules and their own arrangements entirely.

406. Who is the captain?—Marsden, a sixth-form boy. There was an application made to me the day before yesterday by a gentleman to join in a petition to have a cadet rifle corps organized under the authority of the Crown. It did not come to me directly, but it was an application made to Marsden as the senior officer of this rifle corps.

407. (*Lord Lyttelton.*) Have you any limit as to age?—Yes; no one is admitted under 16.

408. (*Lord Clarendon.*) "Practically the regularity "of the school hours compels a uniformity in the "mode of life throughout the school. Boys resident "in the town are subject to the same rules." How do you enforce those same rules?—Merely by punishing deviations when they are detected.

409. I mean such as going to bed at ten?—A boy cannot very easily break through rules of that sort; he must be singularly close to do so.

410. If he lives in the town?—Yes; he must keep his tongue very close, because his school-fellows would find it out, and he would be considered as taking an unfair advantage in the race for promotion. They are subject to the same rules if they live with their parents as if they live in the boarding houses. They must not be out at night without leave.

411. "The assignment of studies and bedrooms "depends solely on the discretion of the masters of "the boarding houses." Is there any supervision of the Head Master in these matters?—No; it is left to the masters of the boarding houses. Of course it is understood that the Head Master could interfere if he chose. It would require some very strong reason to induce him to do that.

412. (*Lord Lyttelton.*) There is no case, I suppose, of a single bed-room to a boy?—It is rare to have as few as two boys in a bed-room.

413. (*Lord Clarendon.*) "In no house does any "one study contain more than three boys." What are the dimensions of the studies?—About the size of this table, I should think.

414. (*Mr. Vaughan.*) Have you any regulations as to the boys being put together; do you put strangers together or boys of any size together?—We use our own discretion simply. It is the business of the beginning of the half-year, and a great trouble it is.

415. If they are relations you put them together?—Yes; brothers we always put together.

416. (*Lord Clarendon.*) "The scale of diet is uni-"form, but not defined by any rule. At 8½, break-"fast; bread and butter, tea, coffee, or cocoa: at "1½, dinner; meat and vegetables, pudding or cheese, "sometimes soup." Is the diet really good in the boarding houses?—I know in my house they actually eat up pretty nearly a pound of meat apiece a day; very little short of that. That seems a tolerable proof that the meat is good.

417. Then you consider that the diet is good, sufficiently well-cooked, and not complained of?—Yes, I am certain it is good and sufficient.

418. Throughout the boarding-houses?—I do not mean that I have never had complaints; that we do occasionally have; but I am speaking generally. I am satisfied that it is really good.

419. (*Lord Devon.*) I need hardly ask whether, if those complaints are made, they are inquired into and redressed, if necessary?—Yes.

420. (*Lord Lyttelton.*) As to pastry-cooks; does food so obtained form a considerable portion of their food?—It is not a recognized portion in any way.

RUGBY.

Rev. F. Temple.
Mr. G. V. Hefford
12 May 1862.

421. (*Mr. Vaughan.*) Nor a customary one?—No.

422. (*Lord Lyttelton.*) As to No. 27, how do you mean that "the furniture cannot be much"?—If you look at page 19, there is the carpenter; that is the whole of it. It all appears under the head of "carpenter."

423. (*Lord Clarendon.*) Who makes the valuation?—A man who is appointed to do it.

424. (*Lord Lyttelton.*) In page 19, you say, "Carpenter—highest, 2*l.* 8*s.* 4*d.*, lowest, 14*s.*—average, 9*d.*"?—The total is the average, not each item. The heading "average" does not refer to any of these separate charges. These are actual sums.

425. What is the 9*d.* the average of?—It is not an average of anything. Nothing is an average in the bill headed "average," but the bottom sum of 65*l.* 6*s.* 8½*d.*

426. What are the table covers made of?—They are very like this.

427. What are the tables made of?—Deal.

428. Do you consider that the system is good of the boys studying in their studies rather than in separate bed rooms. At Eton, for instance, I believe they all have separate bedrooms?—Yes. I prefer our system.

429. Not quite always; but the general rule is one boy to each room?—At Eton I believe it is.

430. (*Lord Clarendon.*) At Harrow it is two?—Yes. I prefer large bedrooms.

431. To these small ones?—Yes.

432. (*Mr. Vaughan.*) You mean large bedrooms apart from the studying rooms?—Yes.

433. (*Lord Lyttelton.*) What are your reasons for preferring large bedrooms?—I think, on the whole, it is better for the boys to be more in public.

434. You think there are moral advantages in it?—Decidedly.

435. What do you call a large bedroom?—Four or five; I mean more than two.

436. You think that degree of publicity has an advantage?—Yes.

437. (*Lord Devon.*) Would it have any influence on private prayer?—They have that in their studies alone.

438. Those of a certain standing in the school, not others?—There are very few in a study; a boy could have no difficulty in getting a study to himself at times if he chose.

439. Do they say their prayers in their bedrooms?—Yes, always before they get into bed.

440. You do not hear of their being quizzed or anything of that sort?—No; the only complaint I ever had on the subject was about three years ago, when a boy came up to complain of the tyranny of one of the præpostors who would not allow him to go on with his washing whilst another boy close by was saying his prayers, which he thought was an unwarrantable interference.

441. (*Lord Clarendon.*) Are the studies open at the top?—No, they are not.

442. There are divisions?—They are actual little rooms.

443. (*Mr. Thompson.*) Is there any distinct ventilation for them?—They are ventilated by openings above the doors.

444. (*Lord Devon.*) With reference to bathing or washing, I observe every boy has a wash-hand stand, is there any provision for any other washing than can be accomplished in a wash-hand basin?—There is a washing room.

445. In the house?—Yes.

446. What sort of a room is it?—It is a good enough room for the purpose. They have tubs.

447. Is that used periodically?—Yes, they go to it regularly. Some of them have sponge baths up in their rooms.

448. (*Lord Lyttelton.*) Do they much use that old building, the bath?—I think they do.

449. (*Lord Clarendon.*) Do they also use the river?—Yes, they bathe in the Avon; that is in the summer. They have no hot-water baths.

450. (*Lord Lyttelton.*) Do they use it all the year round?—Some very adventurous spirits; it is exceedingly cold water.

Rugby, Tuesday, 13th May 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
H. HALFORD VAUGHAN, ESQ.
THE REV. W. H. THOMPSON.

THE EARL OF CLARENDON IN THE CHAIR.

The Rev. FREDERICK TEMPLE, D.D., and Mr. GEORGE VALENTINE HEFFORD, recalled.

Rev. F. Temple.
Mr. G. V. Hefford.
13 May 1862.

451. (*Mr. Vaughan to Mr. Hefford.*) Do the capitation fees to the Head Master consist of six guineas for each foundationer?—Yes.

452. Is it correctly stated here that the Trustees are empowered to pay the sum of six guineas under Rule 3 of 17 George 3rd, and under the Orders of the Court of Chancery of the 14th April 1808 and the 1st August 1823?—It is correct so far as this, that under the 17th George 3rd part of the six guineas is to be paid. Following that up, 3*l.* are to be paid; by the Order of the Court of Chancery of the 14th April 1808, 2*l.* more, making 5*l.*; and by another Order of the Court of Chancery 1*l.* 6*s.*

453. Then it is not quite correct to say that it is under the Order of August 1823?—No, that is a misquotation, it should be 1828, not 1823.

454. Is the Order of 1828 which you have referred to quoted at all in the report at present in?—It is not.

455. Will you show us that Order?—I have not the Order in my possession. I find in the Trustees' order book that the Order was directed to be made, on the previous April, and at the general annual meeting following it is referred to as having been made.

456. You have not the original Order here, but you have a reference to the Order in an order of the Trustees?—Yes.

457. What sum does that order of the Trustees require to be paid as the capitation fee of a foundationer?—£1. 6*s.* in addition to the other payments.

458. Which would make up the six guineas?—Yes.

459. With regard to the assistant masters, I understood that there was also a capitation fee of six guineas?—Yes.

460. You have referred to the same authorities for that; is it authorized entirely by the same authorities?—Not the same authorities which apply to the other. The order applying to the six guineas to the assistant masters is the Order of 1828.

461. Then the whole of the capitation fees mentioned there are in fact authorized to be paid by an Order of the Court of Chancery of 1828, which order you have not got here?—Yes.

462. But you have the order of the Trustees made in pursuance of that Order of the Court of Chancery?—I have.

463. Have you it here?—Yes.

464. Will you let us see it?—Yes. In April 1828 there is an order that an application be made to the

Court of Chancery to grant these fees.—"Ordered, "that an application be forthwith made to the "Chancellor to enable the Trustees, out of their sur- "plus income, to pay the sum of twelve guineas for the "school instruction of each foundationer, instead of "the five pounds now paid to the Head Master, and that "six guineas thereof be paid to the Head Master, "and the remainder be divided amongst the assis- "tant masters. Ordered, that such of the Trustees "as happen to be in town be a Committee for super- "intending the proposed application."

465. Will you give us the order made in consequence?—"Ordered, that the private tuition in "future be optional with non-foundationers as well "as foundationers, and that it be ten guineas to the "boys in the upper school, and six in the lower "school. Ordered, that every non-foundationer do "pay twelve guineas per annum for school instruction "instead of six to be divided, as above-mentioned, with "reference to the foundationers." This is from the minutes of the Trustees in April 1828, and in those of the annual meeting on the 8th July following, there is an order as follows:—"Ordered that the "increased pay of 1*l.* 6*s.*, which the Trustees are "empowered by a late Order of the Chancellor to "give to the Head Master for every foundationer "making the sum for each foundationer six guineas "per annum, be paid to him in future. Ordered "that the six guineas per annum for each founda- "tioner which by the same Order the Trustees are "allowed to pay to the assistant masters be divided "amongst them in such proportion as the Head "Master for the time being shall think proper."

466. It is only under that Order then that the masters are entitled to any capitation fee at all from the foundationers?—Yes.

467. And it is under that Order that the 1*l.* 6*s.* capitation fee is paid to the Head Master?—Yes, it is.

468. The Order you have just quoted also empowers the under masters to take ten guineas in the upper school for private tuition, and six guineas in the lower school?—Yes; but directs the amount to be divided amongst them in such proportions as the Head Master shall think proper.

469. For private tuition?—Yes; the whole of the fees go first to the Head Master, and are then re-distributed.

470. Have they always been so?—I believe so.

471. That merely alters the form of it. The fee payable under that order in the lower school, I understand, was six guineas?—Yes.

472. Has that order been modified since by any other order?—No; that order has not been altered.

473. What is actually paid?—I cannot tell. The order was that it should be optional. When it is paid, it would be ten guineas for the upper school, and six guineas for the lower school.

474. I understood that the payment was to depend on the boy's option to have a private tutor; but, supposing the boy to have a private tutor, has there been any order altering the sum payable from six guineas to ten guineas in the lower school?—I am not aware of it.

475. What is actually paid now, six guineas or ten guineas?

(*Dr. Temple.*) Ten guineas.

(*Mr. Hefford.*) The fees so paid do not come under my knowledge.

476. (*To Mr. Hefford.*) Then, so far as you know, there has been no order on the part of the Trustees empowering the taking of ten guineas for the private tuition of those in the lower school?—I am not aware that there is any such order. I have not directed my attention to that point in searching the order book, but I can soon ascertain; I should say there is no order.

477. As a matter of fact, then, do you know it is so?—Having referred to the order book, I know it is so.

478. (*To Dr. Temple.*) Do you know how long ago it was that ten guineas were first taken for private tuition in the lower school?—I do not; it was before I became Head Master.

479. (*Lord Clarendon.*) Are there many boys in the lower school?—There are very few in the lower school who have private tutors; it is really of so very little use to send them to private tutors while there, because what the tutor has to do with those little boys is much more to see that they learn their lessons than to do any work with them, although it takes a great deal of time and trouble. It can be done just as well by the parents.

480. Do the parents take pains to do so?—I think in most cases they take a great deal of pains to look after their children.

481. (*Mr. Vaughan to Mr. Hefford.*) If we go down to the writing master's payment of 50*l.* the authority given for that is Rule 1, 17 Geo. 3. cap. 71.?—Yes.

482. But, upon referring to Rule 1, I find that only 40*l.* was allowed?—Yes, that is so. It was increased by the Trustees in 1826.

483. (*Lord Lyttelton.*) And it has been so ever since?—Yes.

484. (*Mr. Vaughan.*) With reference to the exhibitions in the account, you say that the sum of 960*l.* is paid on account of the 16 exhibitions of 60*l.*, is that literally the fact?—I have no doubt of it.

485. But was it not the custom then to have exhibitions some of which were 40*l.*, 50*l.*, and 60*l.*?—Not in or prior to 1860.

486. When was the change made?—The order of the Charity Commissioners was made in March 1859, and the elections would take place in the following June, but the stipends would not be payable until after June 1860, and thus would come into the accounts of the year ending Midsummer 1861.

487. Then this account refers to a state of things which no longer exists?—Yes; the 16 exhibitions charged in the account were all at £60 per annum.

488. (*Mr. Thompson.*) I thought you said there were 21 exhibitions?—So there are; but they do not always keep the required residence. Perhaps I may be permitted to hand in this table?

The witness handed in the following table:

		£	s.	d.
Head Master:—				
Salary, amount recited in 21 Geo. 2.		63	6	8
Increased by 17 Geo. 3. c. 71. rule 1.		50	0	0
		£113	6	8
Capitation Fee, 17 Geo. 3. c. 71. rule 3.		3	0	0
Order of Court of Chancery, 14 April 1808		2	0	0
Do. of 1828.		1	6	0
		£6	6	0
Ushers:—				
Salary of each allowed by 17 Geo. 3. c. 71. rule 1.		80	0	0
Order of Court of Chancery of 1 August 1823 and 7 Geo. 4. c. 128. sect. 3.		40	0	0
		£120	0	0
Capitation fee divisible amongst them, order of Court of Chancery of 1828		6	6	0
Writing Master:—				
17 Geo. 3. c. 71. rule 1.		40	0	0
Increased by an order of Trustees in 1826		10	0	0
		£50	0	0
Exhibitions:—				
17 Geo. 3. c. 71. rule 9.	8 at	£40	0	0
Order of Court of Chancery, 1808	6			
	14 at	£50	0	0
7 Geo. 4. c. 28.	7			
	21 at	£60	0	0

489. (*Mr. Vaughan.*) I wish to ask a question, which I omitted yesterday, about the foundationers.

RUGBY.

Rev. F. Temple.
Mr. G. V. Hefford.

13 May 1862.

At the time when the founder died, what was the relative value of the two properties in Warwickshire and London?—In London it was 8*l.* a year, and in Warwickshire 16*l.* 13*s.* 4*d.*

490. At the time of the founder, what was the proportionate value of the Warwickshire estate as compared with the London estate?—The proportion of the London to the Warwickshire was about one-third of the whole.

491. What is the proportion now of the London to the Warwickshire?—It is as 46 to 1

492. At the time of the founder it was as 1 to 2?—Yes.

493. Do you know the proportion of the Brownsover property to the Rugby property at the time of the founder?—No; the property at Rugby was occupied by the Head Master.

494. How many Brownsover boys (foundationers) are there in the school now?—I can ascertain that.

495. Do you think there is a single one at the present moment?—No; I have looked at the list and do not find one.

496. In fact all the foundationers are from Rugby?—Yes.

497. Can you give me the population of Rugby now and 30 years ago?—Yes; I will hand this in.

The witness handed in the following table:

Population of Rugby.

	Houses.	Population.
1563	69	350 [about]
1663	160	800 [about]
1725	183	900 [about]
1801	278	1,487
1811	319	1,805
1821	415	2,300
1831	—	2,501
1841	782	4,008
1851	1,234	6,851
1861	1,469	7,818

I may state to the Commission, that although the population is stated as 7,818 for 1861, there would be at least 300 more who reside in the parish of Bilton, but so close to the town of Rugby as really to belong to it.

498. Are there any means of ascertaining what it was in the founder's time?—I should say there are means of ascertaining it.

499. Have you ever formed any notion of what it was?—I should say it was not above 500.

500. You have no documents at all which would show?—I have no authentic documents; I may have some local history of Rugby.

501. (*Mr. Thompson.*) It was a market town from the first, was it not?—Not from the first. It was a chapelry attached to Clifton, but that was anterior to the time of the founder. I think it was severed from Clifton about the 13th or 14th century.

502. (*Mr. Vaughan.*) I suppose you have no documents showing the increase in the value of property since the time the first census was taken in 1831?—I have not. I can state this, that the rateable value to the poor rate is nearly trebled.

503. (*Lord Clarendon.*) Then as to the number of fellowships?—The fellows of the charity as they exist now are:—The Rev. R. Bird; he was appointed master in 1823, elected fellow in 1841, after a service of 18 years, and his fellowship was 200*l.* a year.

504. When did he cease to be a master, when he was elected a fellow?—It was so in all cases, except Mr. Anstey's. Then there is Mr. Bonamy Price; he was elected master in 1830, and fellow in 1850, after 20 years' service. He was allowed 100*l.* a year, which five years afterwards (1854) was increased to 200*l.*

505. He had long ceased to be a master then?—Yes, for four years.

506. Do you know on what grounds it was increased?—A fellowship of 200*l.* a year was granted to him in 1850, but as the revenues of the charity were not sufficient to pay him the full amount, the Trustees allowed him 100*l.* per annum, which when the revenues increased was raised to 200*l.* Mr. Anstey was elected master in 1820, and fellow in 1830, after 10 years' service. He had 100*l.* a year.

507. (*Mr. Thompson.*) Was there any particular reason for that?—The only reason was that he had been a master for ten years and upwards.

508. That is the minimum?—Yes.

509. (*Lord Lyttelton.*) Do the Trustees place on record the grounds on which they grant these fellowships?—No.

510. Do you know whether it is for service alone, or in reference also to the circumstances at the time?—I believe that it has generally been for length of service alone.

511. I suppose it is not simply because he has completed the term of service contemplated by the Act. There is some reference to the circumstances of the individual, I suppose?—No reference whatever as far as my recollection extends.

512. What was the year of Dr. Arnold's appointment?—His appointment to the school was in 1828. The Rev. P. W. Powlet was elected master in 1825, and in 1839, after 14 years' service, fellow at 100*l.* a year. The Rev. H. Highton was elected master in 1845, and fellow in 1857, after 12 years' service, and his fellowship also was 100*l.* a year.

The witness handed in the following table:

FELLOWS.—1862.

Name.	Date of Election as Master.	Date of Election as Fellow.	Term of Service.	Annual Stipend.
Rev. C. A. Anstey	1820	1830	Still in office	£100
„ P. W. Powlet	1825	1839	14 years	100
„ R. Bird	1823	1841	18 „	200
Bonamy Price, Esq.	1830	1850	20 „	200*
Rev. H. Highton	1841	1857	16 „	100

* From 1850 to 1854 this was only £100 per annum.

513. Have they got the 200*l.* since?—No.

514. (*Mr. Thompson.*) I see you have put in 82*l.*; what is that?—You mean the sum of 82*l.* 18*s.* 4*d.* included in the charge for fellowships; the total sum should be 700*l.*, but the deductions on account of property tax in two cases bring it down to 682*l.* 18*s.* 4*d.*

515. (*Mr. Vaughan.*) The whole amount of the property tax is a disbursement from the funds?—We are discharged from property tax in regard to all the fellowships except two, because the fellows pay the tax themselves, but in those two cases there was a dispute. Mr. Bonamy Price and Mr. Bird did not return their fellowships to the Income Tax Commissioners, thinking that the Trustees were to pay the tax upon them, and the consequence was that ultimately they were obliged to refund three years' tax, whilst we gave the tax surveyor in London an undertaking that we would deduct the tax in future from these two gentlemen, which we have accordingly done.

516. I understand you paid, in fact, the income tax on these fellowships for the fellows?—Yes.

517. If you paid that for the fellows, it was a disbursement by the Trustees?—Yes.

518. Does that appear in the account?—No; I have charged it by deduction.

519. Should it not appear. Was it paid or included in the taxes?—No, it is not included; the rates and taxes are the local taxes.

520. Then it does not appear at all in the account?—No, except by deduction.

521. (*Lord Lyttelton.*) But the deduction is not specified?—It is not.

522. (*Mr. Vaughan.*) The Trustees have actually parted with that money although not directly to the fellows?—Yes.

523. (*Lord Lyttelton.*) As you have the minute book could you read the minute of the Trustees declaring that they will not appoint in future, except under special circumstances?—On the 18th April

1861 this minute was entered in the book: "The "Trustees having regard to the increased number of "foundationers, and the probable increase of the ex- "penditure from this and other causes took into con- "sideration the reasons which the Trustees originally "had in view in the establishment of fellowships, "and the necessity for making any future appoint- "ment to fellowships, and they inclined to the "opinion that no such reasons now exist, and that it "was expedient that no such appointment should in "future be made. They were, however, unwilling to "come to any definite resolution on the matter with- "out first consulting the Head Master, and they ac- "cordingly adjourned the further consideration "thereof until the next annual meeting." The next annual meeting was the 26th June 1861, and after seeing Dr. Temple the following resolution was passed, "The Trustees reconsidered the subject of "appointments to fellowships, and they think it "expedient for the present to discontinue appointing "any further fellowships except in special cases."

524. (*Mr. Vaughan.*) Are you aware that additions have been made to the school close in recent years?—I know there have been additions made.

525. Do you know what they are?—I cannot tell the quantities, but I can furnish them from the map no doubt.

526. You know there have been additions?—Yes.

527. Do you know at what time they were made?—That I cannot tell from memory.

528. Do you know whom the ground came from, or what the ground was that was taken into the school close?—It was in the possession of the Head Master.

529. For what purpose had the Head Master been in the habit of using it?—For his own private accommodation.

530. Do you know the amount altogether that has been taken in that way?—I should say from four to five acres, speaking in round numbers.

531. When it was taken for the accommodation of the school, do you know whether any more ground was given to the Head Master for the loss?—There was none.

532. So, that in fact, it was a pure loss of convenience to the Head Master?—Yes.

533. Is there not some ground in his possession still, between the present close and the hedge which surrounds the close?—Yes, a small slip.

534. Would there be any difficulty in the Trustees providing the Head Master with proper accommodation in case that were made part of the school close?—It might be obtained, but it would be at a very high price.

535. Are there not fields close at hand, which the Head Master's servants could have access to?—If the parties would consent to let them, which is very doubtful indeed.

536. What is the market price of the ground surrounding the school close?—I should say from 5*l.* to 6*l.* an acre.

537. (*Lord Clarendon.*) To purchase or to hire?—To hire.

538. (*Mr. Vaughan.*) What is the amount of acreage which is now in the possession of the Head Master, lying between the school close and that hedge and row of trees which form the natural boundary of the close now?—I cannot state precisely, but I should say about two acres.

539. Do you feel it a matter of great doubt whether the Trustees would be able to get any ground?—I think it would be exceedingly difficult to get any ground close adjoining or in the immediate neighbourhood. It is possible that we might.

440. You would have to pay rather a fancy price for it, would you not?—Yes; I should say, at least, 6*l.* an acre.

541. You think that with money you might persuade the owners?—It is possible we might.

542. You will not say more than that?—No.

Mr. Hefford then withdrew.

The Rev. Dr. Temple re-examined. *Rev. F. Temple.*

543. (*Lord Clarendon.*) "There is no age fixed "authoritatively as the earliest at which a boy can "be admitted into the school. The masters would, "in most cases, refuse to take boarders under 12. "Boys resident in the town would be admitted "earlier if competent to commence learning Latin." Do you think that conducive to the prosperity of the school?—I do not think it affects the prosperity of the school at all.

544. As far as your observation goes, you would have no objection if that regulation of the Trustees as to discontinuing to appoint to fellowships were made final and compulsory upon them?—No objection whatever.

545. (*Mr. Vaughan.*) May I ask if the nature of that provision for "special cases" is such that it tends at all to be granted in cases where it is not for the absolute benefit of the school that it should be granted?—I should not think there would be any chance of its being granted now without reference to the benefit of the school.

546. Would it not naturally come forward in the shape of an individual case to the Trustees?—Yes; it would certainly.

547. Is there not a tendency in individual cases to present themselves as "special cases" in reference to general rules?—I have known no disposition on the part of the Trustees to depart from general rules.

I was asked just now if I could bring a school register; I have here the register of the boys admitted. (*Hands in the same.*)

548. (*Lord Lyttelton.*) Are all the regularly recurring payments which are ever made by the Head Master entered in these papers as far as you are aware. Are there no other payments for any school purposes which are not here?—All the payments to masters are entered here. There are certain prizes which are given by the Head Master which do not appear here, and there is the payment, which is a customary payment, of 30*l.* a year to the Incumbent of St. Matthew's Church, which has lasted since the time of Dr. Arnold.

549. On what consideration was that originally given?—Simply because there was a subscription for the building of a church in that part of the town. It was very much needed, and Dr. Arnold refused to subscribe to the Church. He said he would subscribe to the payment of the clergyman.

550. That can hardly be said to have any connexion with the school at all?—None whatever.

551. (*Lord Clarendon.*) That comes out of the master's fee?—It is a private payment of course. It is not in any way compulsory.

552. (*Lord Lyttelton.*) Are there no other school payments?—No regular payments, except a few prizes.

553. (*Lord Clarendon.*) Are they of sufficient value to make it worth while to take any notice of them?—No.

554. They appear somehow in these tables?—The value is given in the lists which are referred to in No. 5, at the bottom of page 27. Several of those prizes are given by the Head Master, and which of them are given by the Head Master is stated in the school lists.

555. That is a separate paper?—Yes.

556. (*Mr. Vaughan.*) On No. 3; what is the motive of that rule, that a boy cannot remain in the lower school after 16, nor below the 6th form after 18?—If a boy is so backward that he cannot rise above the lower school by the time he is 16, it is presumed that our system is not well adapted to his

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education, and if so, it is better that he should be sent where he can receive more individual instruction.

557. Is it so with regard to 18?—With regard to 18 the reason is very much the same. Boys who stay so long as that, generally speaking, are going to the Universities, and if a boy cannot get into the 6th form by the time he is 18, it is a pretty certain sign that he wants some special preparation before he goes.

558. Does the effect which the presence of those boys may have among boys very much younger than themselves in the same form, constitute a part of the reason?—Yes, certainly, it constitutes a part of the reason; but we should not feel justified in dealing with boys simply with reference to the effect on the school, if we did not also think that it was for their own good.

559. I suppose you are aware that owing possibly to the difficulty of keeping a registry of the boys' ages, that rule is often encroached upon?—I am quite aware that the rule is not strictly observed, but it is never broken through without special permission.

560. You are always applied to?—Yes, and special permission is granted in case there is a report from the master of the form in which the boy is, and from the tutor, that the boy is one who deserves to remain in the school, and for whom in all probability, it would be better that he should.

561. (*Lord Lyttelton.*) Is it the fact that it is difficult to keep the registries of ages accurately?—I think not; I do not think there is any real difficulty.

562. Does it not often happen, as a matter of fact, that boys do leave under the age of eighteen?—Yes, it happens pretty often.

563. As to No. 4, does it often happen that boys are placed so high as the fifth form on first arriving?—Not a very large number; three or four every year.

564. Not more than that?—No, I think not; it appears on the table.

565. (*Lord Clarendon.*) I suppose if a boy were ever so well qualified, you would not admit him into the sixth form at first?—No, not above the fifth.

566. (*Lord Lyttelton.*) May he be admitted into any part of the fifth?—Yes, the fifth means the upper fifth.

567. (*Lord Clarendon.*) If a boy reaches the age of nineteen, you require him to go?—We require him to go at the end of the half year, not on his birth-day.

568. (*Lord Lyttelton.*) At the end of the half year after his nineteenth birthday?—Yes.

569. (*Mr. Vaughan.*) I yesterday asked a question on No. 3 as to powers of the Trustees and Head Master over the school generally; I would ask now on No. 7 whether the Head Master has the power to introduce new subjects of study and to make them compulsory on all without consulting the Trustees, new subjects such as modern languages, or natural science?—I do not think the Head Master would be justified in making any very large introduction of new studies. He could do anything which would not disturb the general system of the school.

570. But as a matter of fact, is it or is it not the case that they have been consulted?—The Trustees are always consulted on the introduction of any new study.

571. (*Lord Clarendon.*) For instance, you would not make the study of Hebrew general without consulting the Trustees?—I should not think of it.

572. (*Mr. Thompson.*) You might introduce a new thing, I suppose?—We might introduce any thing on a small scale as a sort of experiment before referring to the Trustees; but to make it a complete part of the system it would certainly require that the Trustees should be fully informed.

573. If you thought it desirable that Italian as well as French should be taught, would you think it necessary to apply to the Trustees?—Certainly I should.

574. (*Lord Clarendon.*) No. 8, "Every assistant "master has a large discretion in determining what "books he will use in teaching his form." Can he use any grammar he pleases?—No; he is not allowed to depart from the grammar used in the school, because it would throw all the boys out.

575. (*Mr. Vaughan.*) You say that the assistant masters have a large discretion (that is, in reference to the Head Master) in determining what books they will use in teaching their forms. Is that discretion found to be consistent with the proper relation of difficulty in the work of one form to that of another so as to make it progressive?—Certainly; because the Head Master is always informed what book is going to be used. At the beginning of the half year every assistant master sends a report to the Head Master, stating what he is going to do in his form, and the Head Master can then interfere if he chooses.

576. If it disturbed the proper order of progression the Head Master would interfere?—Yes.

577. Or if it ever disturbed the proper relation of parallelism between one form and another?—Yes; then the Head Master would interfere. It is the practice always of masters of parallel divisions to consult together before they determine what shall be done.

578. (*Mr. Thompson.*) I see the same edition of the same speech of Demosthenes in two or three forms, was that agreed upon?—Yes.

579. It might have been any other?—Yes; it was agreed upon, and it had special reference this half year to the June examination mentioned in page 25, where you will observe how the boys compete with one another; and to a certain extent therefore the boys of different forms are put to do the same work.

580. (*Lord Lyttelton.*) As I understand it there appears to me to have been the same analogy between the Head Master and the under masters which there is between the Trustees and the Head Master. I understand that strictly speaking the Head Master could regulate the arrangements of the school and the studies absolutely by himself, and that the voice which he allows to the assistant masters is entirely at his own discretion?—It is so. Strictly speaking, the Head Master need consult nobody, but in practice nothing is done of any importance without consulting all the masters who have any concern in it, or even masters who have no concern in it, in order that the whole body should work together. There is this difference between the relation of the Head Master to the Trustees and of the assistant masters to the Head Master, that the Head Master being always present has of course very much larger direct power of interference with the assistant masters than the Trustees can have with the Head Master.

581. The Head Master feels the whole responsibility to be entirely with himself?—Entirely with himself. It is understood that the responsibility is entirely on the Head Master.

582. In Dr. Stanley's life of Dr. Arnold it is stated that in his time his practice was to call his assistant masters together about once a week; in these answers it is stated that on an average it is done once a month. Has that been the case ever since you have been Head Master?—Ever since I have been Head Master it has been on an average once a month.

583. Were you aware that it was once a week in Dr. Arnold's time?—Not once a week all through his time, nor anything like it. It was only during a part of his time that it was once a week, that was at the beginning.

584. Do you find once a month quite enough?—Quite enough for ordinary purposes.

585. (*Lord Clarendon.*) Dr. Arnold had a great deal to reform and to alter, had he not?—Yes.

586. (*Mr. Vaughan.*) Was it not the custom before Dr. Arnold's time for the masters to be consulted?—If you would allow me, I would suggest that Mr. Anstey could tell you precisely what was the custom, even before Dr. Arnold's time. He will tell you what was the difference between the

Masters' meetings of Dr. Arnold's time and those of Dr. Wooll's time.

587. (*Lord Clarendon.*) You say "1. The upper "school containing the sixth form, the twenty, the "fifth form, the lower fifth in two parallel divisions." Do the twenty include the lower sixth?—No; the twenty are a distinct form.

588. (*Lord Lyttelton.*) They are just as much a distinct form as any other?—Yes.

589. (*Lord Clarendon.*) Are they confined to twenty?—No, I think they were twenty for half a year when the form was first instituted and they have never been twenty since.

590. (*Mr. Thompson.*) Are the twenty, the sixth form, and the two fifth forms all engaged in the same work at present?—No. *Dr. Temple explained by reference to the table the constitution and working of the parallel divisions.*

591. (*Lord Clarendon.*) The object of the parallel divisions of the forms which you have explained to us in conversation is, that the boys shall not have too many forms to pass through in going through the school?—Yes.

592. (*Mr. Vaughan.*) When was the parallel system established?—I cannot tell the precise year. It was not in my time. It had been given up for some time, and I introduced it again two years and a half ago. I found when we had so many forms one under the other, two bad effects,—the clever boys went up through the forms with our system of promotion so rapidly that no one master saw a boy of that sort for more than a quarter of a year; he never got hold of him at all, and the result was to encourage a great deal of very superficial working: on the other hand the slower boys got disheartened by the sight of the terrific ladder which they had to climb,—they had a sort of feeling that they never would get to the top.

593. (*Lord Clarendon.*) Have you reason to be satisfied with the working of the parallel system?—I am very well satisfied with it. I do not mean that there are not difficulties about it; but on the whole I am very well satisfied. I have already stated that it had been tried for a short time once before, by Dr. Tait, but I do not know how long it lasted.

594. It had been abandoned?—Yes; I do not precisely know when or why it was abandoned, but I should abandon it myself if the school became very small.

595. (*Mr. Vaughan.*) You say that the boys in parallel forms do precisely the same work; will you refer to pages 64 and 66, Table C. Is not the lowest form, page 64, *i. e.* Mr. Anstey's form, a parallel form with Mr. Arnold's form?—Yes.

596. Can you explain how, under the regulation that the parallel forms should do the same work, it happens that there appears in the construing work of Mr. Arnold's division, Aristophanes (parts of the *Vespæ*), Æschylus (*Prometheus Vinctus* and *Septem contra Thebas*), the first Olynthiac of Demosthenes, and the Æneid of Virgil, VII., which are not in the work of the parallel division?—The Æneid is in both.

597. There are 400 lines in one division, and a whole book of the Æneid in the other?—I think Mr. Arnold gave his form some extra lessons. He considered his form a little backward and gave them some extra lessons which they did over and above the regular school work.

598. You suppose that is the reason of all that difference?—I think it is. I know that he gave some extra work.

599. So far, that trenches on the principle of their doing precisely the same work?—When I say precisely the same work, I do not mean to say that over and above the regular school-work a master may not give his form something more.

600. (*Lord Lyttelton.*) There is one instance of the converse?—In both cases the bulk of it was work which they had to do with their tutors, and which the masters gave them some extra assistance in.

601. (*Mr. Vaughan.*) Will you turn your attention to the composition, in which there appears to be a considerable difference. In Mr. Anstey's division there is no original English verse, there is no original English prose, there is no translation in English verse, there is no translation in English prose; whereas in Mr. Arnold's division there is English verse original, English prose original, English verse translation, and English prose translation. So again with regard to the Latin composition. In one form there is Latin original composition, both verse and prose, while in the other form there is not?—I cannot undertake to explain precisely why there should be a greater quantity in the one case than in the other; to a very great extent it must depend on a master's own discretion, and when I say precisely the same work what is meant is precisely the same work in kind, not necessarily precisely the same in amount.

602. It is not even the same work in kind in the composition; you have original English and original Latin, and English verse and prose in the one case and not in the other?—So far there is a difference.

603. (*Mr. Thompson.*) According to our returns Mr. Arnold's boys seem to do about twice as much as Mr. Anstey's?—The difference probably will be that one master thought it better for the boys to give them a greater quantity, and the other thought it better to work more closely at what they did and to make them do it over and over again.

604. (*Mr. Vaughan.*) That would be an illustration of the question which I have just asked you, whether the discretion which the under masters enjoy is not a discretion which necessarily, to a certain degree, interferes with the arrangement of the school as to parallel forms?—It does to a certain degree, but all that I should profess to do in adhering to that parallelism would be to see that the boys got equal justice in the two forms.

605. On looking at these two tables, and considering the serious difference in the amount of construing work and composition done in one form and that done in another, can you say that the same justice has been done to them in that sense?—I have not the least doubt of it.

606. I do not mean to ask whether the boys are occupied the same number of hours, but whether their minds are employed in the same manner?—I feel certain that the ultimate result, as far as the teaching of the boys is concerned, is as good in one form as in the other.

607. I do not ask that at all; I only ask as to the method, whether the method by which that end is obtained, whatever that may be, is not absolutely different?—There might be, of course, a great difference, that it is impossible to prevent.

608. (*Lord Lyttelton.*) The words "they do pre- "cisely the same work" at all events require a little explanation?—Yes; the masters act in concert.

609. (*Lord Devon.*) I should like Dr. Temple to explain a little more fully the operation of the cycle. It is stated here, "The classical masters also teach "divinity and history, in these subjects they are "bound by a cycle which extends over three years, "and which is so arranged that the great bulk of the "school is working at the same periods at once." Do I infer correctly from that that the sixth form and (take) one of the parallel divisions of the lower fifth would, between August and September 1861, be reading both of them the Book of Genesis and the Book of Exodus?—Yes.

610. Those forms divided from each other at a considerable interval would be reading the same?—Yes, and down to the bottom of the middle school. As a matter of fact I have answered your question precisely, but we do not consider this cycle absolutely binding upon any form above the fifth or below the middle school; beyond that it is considered that the masters have a discretion subject to the opinion of the Head Master.

611. Then the cycle may be taken as applying only to the middle school?—Yes, and the two fifths.

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612. (*Lord Clarendon.*) That is the great bulk?—Yes.

613. (*Mr. Vaughan.*) Was this cycle first established in 1861?—It was first established in 1861.

614. In fact it was established about August 1861, was it not?—It was agreed upon at the beginning of 1861.

615. So that if we were to analyse Table C. we should find it did not correspond with this cycle. Practically, with regard to operation, it is a prospective cycle?—Yes; it is now at work.

616. (*Lord Devon.*) Practically, all the fifth form and all below to the commencement of the lower school would be reading (say) the history of Greece, from B.C. 468 to B.C. 336, at the same time?—Yes.

617. Is this work done in school hours?—Yes; it is stated in a note at the bottom that part of it is done as a holiday task.

618. What part of it would be done as a holiday task. English history for instance?—It may be. It is agreed upon by the masters with the Head Master, at the beginning of each half year, what part shall be done in school, and what part in the holiday task.

619. There might be cases in which if we were to go into a school-room now we should find boys reading history from 1485 to 1603 for instance?—From February to June you would find there were forms where they were reading English history from 1200 to 1485.

620. (*Lord Clarendon.*) You attach importance to the holiday task, do you not?—Certainly.

621. And the boys are strictly examined in it?—They are strictly examined in it, and the promotion to a great extent depends on it.

622. (*Lord Lyttelton.*) What is the holiday task, does that appear here?—Part of it does.

623. (*Mr. Vaughan.*) The note in page 22 says that "the geography always and the classical and "English history sometimes form a part of the holi- "day tasks," do you happen to know practically which is the rule with regard to history, and which the exception, as to its being a holiday task or form work in the school?—One or other of the two, either the classical history or the English history is always a holiday task.

624. (*Lord Devon.*) The work described as extra work in the latter part of this is entirely distinct from the cycle?—Yes.

625. (*Mr. Vaughan.*) As I understand the cycle there is a certain amount of classical history, a certain amount of Biblical history, and a certain amount of English history, all going on together?—Yes.

626. Would there be any difficulty, supposing it to be thought expedient on other grounds, in teaching those several subjects at different periods of the year?—No; I do not know that there would be any difficulty.

627. English history, I mean, might be taught at one time and Jewish history at another time?—No question about it.

628. With regard to the sets, what determines the number of sets in mathematics?—The number of sets are determined by the mathematical masters reporting to the Head Master.

629. Do they shift?—They do.

630. They are determined according to the discretion of the masters?—Yes.

631. Do you know the basis of that determination, whether it is the capability of classifying the state of knowledge in particular boys with reference to each other?—It is the state of knowledge in particular boys with reference to each other. The mathematical master would determine into which set each boy would go.

632. Are the sets arranged in that way both by the modern language master and the mathematical master?—They are.

633. Do you always hear when there is any change made in the sets?—I do.

634. Do you happen to know how frequent the changes have been, how often they have taken place?—They generally take place at the quarter.

635. They are very variable?—There are promotions in the quarter in the sets as a general rule just as much as there are in the forms.

636. You misunderstand me, I meant to ask whether the organisation of the sets, *i.e.*, the number of the sets, changes?—No, the number of sets does not change much.

637. Might it not happen that the promotions from the form brought boys that were capable of being classified more nearly together at one time than another?—Yes; and in that case the number of sets would be altered.

638. (*Lord Devon.*) I understand that the cycle was not in operation at the time this table was prepared?—It was not.

639. Then am I correct in supposing that taking page 75, "No. 2, fifth form, upper division," if a similar table were drawn up for the year 1862 to that which is drawn up there for Christmas 1860, it would include in the weeks work some of the subjects mentioned in the cycle?—It would.

640. (*Lord Lyttelton.*) "Boys that learn physical "science do not as a general rule learn modern "languages," so properly speaking modern languages need not be learnt at all. It is conceivable that they might all elect to learn physical science?—Yes.

641. About 40 learn that?—Yes; a few of them learn also modern languages.

642. "Modern languages" means French and German does it not?—Yes.

643. Do the boys necessarily learn both?—The boys learn both, but they begin French earlier than they do German.

644. There is no option between the two, is there? A boy might not elect to learn French and not German?—No, he must learn both of them.

645. And he learns them both at the same time?—We treat French and German in that respect just as we do Latin and Greek.

646. (*Mr. Vaughan.*) A boy who learns physical science and does not learn modern languages, according to this general rule, still, of course, pays for learning modern languages?—He does.

647. (*Lord Lyttelton.*) Is it your impression that the knowledge of French and German is really of equal importance?—I suppose for practical purposes a knowledge of French is of more value than a knowledge of German, but for the uses of a scholar a knowledge of German is of more importance than a knowledge of French.

648. Have they always been on an equal footing?—No; the rule was that they learnt French up to the top of the middle school, and then they began to learn German and left off the French altogether. I found that the result was that the boys almost entirely forgot the French before they left school, and then on the other hand I was not satisfied that they had learnt German long enough for it to make an impression on them; therefore I requested Mr. Bowden Smith to carry the French up to the top of the school and begin the German lower down.

649. (*Mr. Thompson.*) Is any French or German work used in the ordinary school work?—Yes, in the forms sometimes. In the sixth form for instance, we are reading now for history De Tocqueville on America.

650. (*Lord Clarendon.*) Under the present arrangement a boy may go through Rugby without learning any French or German at all?—He may.

651. (*Mr. Vaughan.*) I see there are very few who do not study modern languages. There are 12 in the sixth, only 17 in the upper school, and only one in the lower school?—Yes.

652. (*Lord Clarendon.*) When does a boy begin to learn French?—As soon as he comes into the school.

653. And German?—That depends on what part of the school he comes into.

654. German is not learnt below a certain point in

the school?—Not below a certain point. It is not compulsory on boys in the lower school, until they have made some progress in French. You will see the lower school in Table B.B. It is the second set of the lower school. You will see from page 54 that the third and fourth sets learn no German. That is 27 boys.

655. (*Lord Lyttelton.*) I see modern languages are not taken more than two hours in a week, and sometimes an hour and a half?—Yes.

656. Is speaking French a regular part of the instruction?—For boys in the upper part of the school over and above the regular two hours or hour and a half there are conversation lessons.

657. Are they compulsory?—They are not. The boys in the sixth form may have them gratuitously if they apply.

658. Do you know how many avail themselves of it?—I cannot tell. Mr. Bowden Smith will answer that.

659. Do they ever practise speaking German?—I think so, but I am not sure. Mr. Vecqueray can tell exactly. He has had conversation lessons in German.

660. As to the state of the boys' preparation on going to the school, do you find it at all frequent that little boys who come can talk French easily?—It is not at all frequent; it is very rare.

661. Do a considerable proportion come and know nothing of German at all?—A considerable portion know absolutely nothing of German.

662. I suppose many more know something of French on leaving than of German?—Yes.

663. Take a full school-day. The time spent by one of the upper boys in school is about five hours a day, including all the work, is not that so?—I think that is so.

664. Mathematics, I think, for about three hours a week?—Yes, 3½ I think.

665. (*Lord Clarendon.*) Before a boy is admitted into the school you examine him?—He is examined immediately on coming to be classed.

666. That is a sort of matriculation?—Yes.

667. Do you ever consider it desirable to have an examination including French?—A boy is always examined in French, necessarily in order to be classed, as well as in everything else. He is examined by his classical tutor in Latin and Greek, and that determines the form in which he is to be placed. He is then examined by the modern language master to determine in what modern language set he should be placed, and then by the mathematical master to determine in what mathematical set he should be placed.

668. (*Lord Lyttelton.*) In classics a boy would spend in school between three and four hours a day?—In the upper school he would spend 2¾ hours.

669. Will you look at the first compartment of the classical time table for Monday, it is from 7.15 to 8.15?—Yes.

670. And from 11.30 to 12.30?—Yes.

671. And from 4.30 to 6?—Yes. We do not lay so much stress on Mondays as on Wednesdays and Fridays, because whenever a holiday is given it is always on the Monday afternoon.

672. On the average it is somewhere about three hours?—Yes.

673. (*Mr. Thompson.*) That is exclusive of the private tutor work?—Yes.

674. (*Mr. Vaughan.*) Is there a correspondence between this classical time table at page 23 and the mathematical time table at page 24?—No. I think there is a slight discrepancy; the reason being, that in page 24 the mathematicians in their time table have included what was originally the time assigned to the writing master, which time they now give to the mathematical master to do work which they are not supposed to prepare, and in the classical time table the classical masters have not included that time.

675. In the one case I understand there are two lessons, and in the other four?—Yes. They are not supposed to prepare anything for it.

676. As a rule, you say the promotion of the classical forms does not depend only on the classical lessons. I understand that the only subjects besides purely classical subjects which help to determine the the promotion are mathematics and modern languages?—No, I did not mean to be so precise as that, I meant by classical lessons the lessons done with the classical masters, including history.

677. I meant that also. Besides the lessons done by the classical masters, the only subjects which determine the promotion or help to determine it are mathematics and modern languages?—Yes. Natural philosophy also comes in, but that is simply understood to be a substitute for modern languages.

678. (*Lord Lyttelton.*) But divinity and history help to determine it?—They are included in the classical lessons.

679. (*Mr. Vaughan.*) You mean to say that supposing a boy were learning natural science, although it is not mentioned so here, yet it would actually be the case that his lessons in physical science would have the same effect as his modern language lessons would, unless they happen to be fewer in number?—They are not fewer in number. I think you will find they are the same. There are two modern language lessons, and two natural science lessons.

680. (*Mr. Thompson.*) Going on simultaneously?—Not necessarily, but if a boy does not get two modern language lessons he gets two natural science lessons instead. You will find the natural science lessons at page 60.

681. I presume a boy's proficiency in mathematics or in modern languages, or in both, would not help him in ascending from one form to another in any degree?—Yes it does.

682. The contrary seems rather to follow from the language here; it says, "Rank in the school is "determined by the classical forms, but promotion "in those forms does not depend only on the classical "lessons."?—What is meant is this, that rank in the school is determined by the classical forms and by nothing else; for instance, if a boy is in the twenty it makes no difference, as far as the rank in the school is concerned, whether he is in the first mathematical set of the upper school or in the fifth, but he ascends within the twenty and is promoted out of the twenty by the help of his mathematics together with the rest. The words "in and out of" might have been put in before the words "those forms."

683. Of course there is a degree of inferiority which would exclude a boy?—Yes, because the time allowed for mathematics and modern languages would not allow of their counting enough to overthrow the classical work.

684. The boy Smith in the sixth form may be inferior in classics to the boy Jones who may be in the Twenty?—Certainly, but it is not possible that a boy in the sixth form should be inferior in classics to a boy in the fifth form.

685. Do you think that your system of marking encourages boys to learn mathematics and modern languages?—It does very much indeed.

686. (*Mr. Vaughan.*) That applies also to physical science?—Yes; it was mere omission that it was not mentioned.

687. (*Lord Lyttelton.*) I think the greater number of prizes are given for classics?—Yes, very much the larger.

688. When it is said "the supremacy of the classics "is maintained by the greater number of lessons "given to that subject" it means "by the greater proportion of time given to classics"?—Yes.

689. (*Mr. Vaughan.*) The same number of marks is given for each lesson?—Yes.

690. (*Mr. Thompson.*) I see that the relation between the time spent in classics and that spent in mathematics may be represented as a ratio of 16½ to 3: is that about the ratio in which mathematics

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operate in determining a boy's promotion?—The proportion of marks is very much this: 78 in classics including divinity and history, 12 for mathematics and 10 for modern languages,—I think it is very nearly that.

691. (*Mr. Vaughan.*) After that explanation which you have given about modern languages and the mode in which promotion is given for modern languages and for physical science may I ask how is it that the proportion of boys in the sixth form, who are learning natural science, is so much greater than in any other form?—I think it is a mere accident.

692. According to Tables B.B., p. 60, there are 11 out of the sixth form (which consists of only 42) learning physical science, there are three in the twenty, and only four in the fifth and in the two divisions of the second fifth?—Yes.

693. That is a remarkable disproportion?—I think it is a mere accident.

694. (*Lord Lyttelton.*) Where are the four who are learning both modern languages and natural science, are they in the sixth form?—No.

695. (*Mr. Vaughan.*) Do you know of any reason why there is such a much larger proportion of sixth-form boys learning physical science than of any other form boys?—I do not know of any reason, I believe it to be a mere accident.

696. (*Lord Lyttelton.*) You are not aware whether it has generally been so?—It has not been so.

697. (*Mr. Vaughan.*) Do you know also why it is that there are so very few of the middle school learning physical science?—I think Mr. Wilson would be able to explain that.

698. There are only 11 out of the whole middle school which consists of 226 boys, whereas in the sixth form there are eleven?—Yes; I think at that point of the school it depends much more on the parents; and they lay more stress on French and German generally speaking than on natural science; but higher up in the school the boys are left more to their own choice; parents are more willing to let them take their own line.

699. (*Mr. Thompson.*) Have you any idea what are the motives that determine a boy in choosing natural science?—I think when it first began there was an idea that it was easier, and that the boys could get marks from it more easily than from French and German, I fancy Mr. Wilson would not encourage that; he requires very decided work.

700. Do you think there is any boy in the school who has a real predilection for a study of that sort?—Several; there is one who might be called a very fair chemist.

701. Do you think he took it up from predilection in the first instance?—I think so.

702. He probably had seen something of the kind before he came to Rugby?—I do not know; he lives in the town.

703. Is he the son of a chemist?—No, he is the son of a widow lady and his father was a clergyman.

704. Are the four who learn both subjects particularly clever boys?—I do not think there is anything particular about them; I think it is only because their parents wish them to learn both.

705. Do they make pretty fair progress in each subject?—I have not looked particularly into their cases at all.

706. (*Lord Clarendon.*) You say you do not consider the progress of the boys in these studies falls below their progress in other studies, in proportion to the time given to each subject; would you consider that they attained a tolerable proficiency?—The boys I think get a really good knowledge of the grammar, and would learn sufficient for practical use very shortly if they chose to follow it up.

707. Do you consider that they are very well grounded?—I do; I think that they are really well grounded.

708. (*Lord Lyttelton.*) This question, (No. 11, Part III.) I think, was not exactly understood. The question is whether any extra fee is included; the answer is, no entrance fees. Is there a payment for those subjects?—I think, probably, that is a misprint.

709. Is there no distinct payment at all for mathematics, modern languages, or natural science?—Not over and above the 15½ guineas.

710. (*Lord Clarendon*). "The rest of the school "at that time and the whole of the school in December "are examined by the masters." Do you consider that that is sufficient without calling in any extra aid. Do you find the results of that satisfactory?—I think it is very satisfactory. The examination is very thorough.

711. (*Lord Devon.*) No master examines his own form?—No.

712. (*Mr. Vaughan.*) Does the examination include all the work of the form?—Yes.

713. (*Lord Lyttelton.*) The examination covers all the work done in the school?—I do not think it covers all the work done in the half year; it includes the bulk of it, but the master of a form will very often think it advisable to give his form some extra work which he does not choose to spend so much trouble upon as to prepare them to be examined.

714. (*Mr. Vaughan.*) I understand that the same papers are set for the whole of a school?—No.

715. By a whole school I mean a whole division of the school called "a school;" the whole upper school has the same papers?—Yes, in June; not in December.

716. And the middle school has the same?—Yes.

717. The same paper is put before them to answer?—Yes.

718. Are there not particular questions sometimes in the paper addressed to one part of the school more than the other, or is it the fact that the same questions are addressed to them all?—The same questions are addressed to them all, but whilst that principle is observed there are slight modifications. Some of the papers may be more particularly adapted to one part of the school; and there are some papers which would be given to the upper part of the school and not to the lower part.

719. I wish to know whether when they go in and receive the same paper, any questions are specially addressed or so framed for one part of the school?—No.

720. Is the superiority of one part of the school to the other determined entirely by the mode in which they answer the same questions?—By the mode in which they answer the same questions.

721. (*Lord Lyttelton.*) Are the examiners of the sixth form, who come from Oxford and Cambridge, informed beforehand what subjects they are to examine in?—Yes.

722. They are the work which the sixth form are doing?—Partly that, and partly some extra work which they do themselves.

723. (*Mr. Vaughan.*) Does the Vice-Chancellor who nominates the examiners know the variety of subjects?—He is told.

724. Do the same examiners examine in all the subjects?—I will not say that they examine in all the subjects, but they are responsible for the examination in all the subjects.

725. Supposing examiners were coming from Oxford would they be responsible for the examination in mathematics?—They would.

726. In modern languages?—Yes.

727. In natural science?—Yes.

728. The same examiners?—Yes.

729. Do you suppose the Vice-Chancellor is informed of the comprehensiveness of the examination at the time when he appoints the examiners?—Yes; he is told.

730. How many examiners does he appoint?—There are two; one from each university.

731. As a matter of fact, how do those examiners conduct the examination; for instance, in modern languages and in natural science, do they actually

set the papers themselves?—They do occasionally, and sometimes they do not.

732. Do they get assistance?—They get assistance.

733. If they feel that they want it?—If they feel that they want it.

734. Who is the assistant in those cases?—That is left to them.

735. Do they bring an assistant?—No; they do not.

736. Do they generally go to the master of the school who teaches those boys?—They do not.

737. Practically, am I to understand that they do it themselves?—Practically, they generally get some person whom they think competent to do it. They do not bring him here.

738. At the June examination for the promotions, do the masters examine their own pupils?—It is not possible to arrange that a master shall never look over the papers of his own private pupils; it is avoided as much as it possibly can be.

739. Examining by committee in the way in which you do, I suppose it would not be practicable?—It would not be practicable entirely to avoid it.

740. Do you know, how they manage in examining the form to come to a determination on the merits of their own pupils?—In going through such a number of papers it would be hardly possible to lay great stress on a particular boy's paper unless a master wished to be unjust; he would be just involuntarily.

741. Do you mean in marking his work?—Hardly, I think.

742. I perfectly understand that there is no partiality at all, but I do not quite understand how they do not pay attention to a particular boy's paper?—What I mean is, that when a master has to look over the answers of the whole upper school, it is hardly possible for him to advert to the fact that some particular boy as he comes to him in order is his own pupil.

743. He does not notice it?—He does not notice the boy.

744. He knows the boy, but you mean to say it is a matter of indifference to him?—Quite so.

745. (*Mr. Thompson.*) That is one reason in favour of written examinations?—Yes.

746. (*Lord Clarendon.*) Has this come lately into operation?—The examination is chiefly on paper.

747. (*Lord Lyttelton.*) You say, "If the best boy "in the fifth obtained 5,000 form marks, the master "of the twenty would add enough to all the form "marks of his boys to bring the lowest up to 5000." It is difficult to understand exactly the way that is worked?—The result of it is that there is no competition between the boys of different forms in their form work. By the form marks is meant the sum total of all the marks given for the lessons throughout the half-year as they are done, but the examination marks are the marks given for the examination; there is no competition between boys in regard to the form marks, because if the boy at the top of the fifth gets 5,000 and the boy at the bottom of the twenty has been marked by the master of the twenty at 3,000 the master of the twenty will forthwith alter all his form marks by adding 2,000 to them; but then comes the examination and this head boy in the fifth may get a great many more marks than the lower boy of the twenty.

748. What is the object of raising up the marks of the twenty in that way?—Because you are comparing there work of two different kinds, viz., work done by a boy before the master of the twenty with work done by another boy before the master of the fifth. Besides that, you are taking two different standards; it would not at all follow that because the master of the twenty marked his lowest boy 2,000 and the master of the fifth marked his highest boy 5,000 that therefore the boy at the bottom of the twenty was lower than the boy at the top of the fifth, because they would naturally take different standards.

749. You mean that before the examination they must all start on the same level?—Yes, if they are to be compared together.

750. (*Mr. Vaughan.*) I understand that the result of the examination generally is shown in that list, which you call the Long List?—Yes.

751. How is the result shown as to the mode in which they acquit themselves in that particular examination, apart from the form marks which they bring to the examination?—They are told of their form marks before the examination.

752. How is it known to the school which boys have done best in that particular examination?—By the result,—by the place they have obtained. The place they have obtained consists of the result of the examination and the result of the form marks. They are told their form marks first, and a separate list is published.

753. I understand the boys in that list would be competing in one examination?—There are two lists; one shows the order without reference to the examination; the other the order when the examination has been taken into account.

754. But supposing Jones in the fifth form does better than Smith at the top of the twenty on that particular examination, how is that known?—It would be known only by comparing the two lists.

755. (*Mr. Thompson.*) Would he get promoted?—If a boy at the top of the fifth beat a boy in the twenty by more than the difference between the form marks of the top of the fifth, and that boy's place in the twenty, he would appear above him in the long list; but if he did not beat him by more than that he would only get somewhere near him.

756. (*Lord Devon.*) It would be a very difficult thing for him to do that?—Yes.

757. (*Mr. Vaughan.*) Supposing it happened that a boy in the lower form did better than a boy in the upper form, there would be none but indirect evidence of the fact preserved?—None, except the places won by the latter.

758. The fact is that the mere result of the examination taken by itself does not appear?—No.

759. (*Mr. Thompson.*) I understand you that a form is never pushed up altogether?—No, never. We take up individual boys. If a boy has been in a form so long that we think it is better to promote him, we promote him in spite of the rules. That is quite an exceptional case.

760. (*Mr. Vaughan.*) I suppose this system has been elaborated with a great deal of care?—It has.

761. As the best system on the whole you could think of?—Yes, it has grown up by degrees.

762. How was it determined in that June examination, how many boys should pass from one parallel form into the form above, and how many boys should pass from the other parallel form into the same form above?—Simply by the examination marks.

763. That is what I should call the parallel forms competing against each other. As I understood your observation in the written answers, it was this, that supposing A to be the form above, and these to be the two parallels, there was no competition between those two?—I will explain it. There is no competition between those two forms as far as they there stand, but there is a competition between such individuals of these two forms as can beat those in the form above.

764. I mean as to vacancies to be filled up in the form above?—Not at that time; the vacancies will not come till afterwards. Then when we come to the actual promotion, the boys who have left will make vacancies in this form above. We take an equal number.

765. Whatever their marks may be?—Yes.

766. (*Lord Lyttelton.*) As far as their vacancies go?—Yes.

767. (*Mr. Vaughan.*) Supposing it was shown that the master of form A had brought his scholars up above the pitch of the master of form B. An equal number of both would be taken?—Yes; but in that case the larger number of form A would have

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got into the form above already before we began promotion at all. I can show you precisely what I mean here. (*Dr. Temple explained the system of promotion by reference to the lists.*)

768. Again, supposing the form above two parallel divisions itself to consist of two parallel divisions, would each parallel below always empty itself into the same parallel division above?—No; we should arrange among ourselves as to which boy was to go into which parallel.

769. (*Lord Devon.*) The number of each form is limited, is it not?—It is limited; but not by an absolute number.

770. (*Mr. Vaughan.*) Is there a promotion at the Christmas examination as well as prizes?—Yes; there are four promotions in the year.

771. After the examinations?—Two after the examinations, and one at each intervening quarter, and this last promotion is determined simply by the form marks.

772. (*Lord Clarendon.*) "The masters are formed "into committees of two, and each committee "examine two forms, one high in the school and one "low. These committees are generally so distributed "that no master examines his own form except the "Head Master, who with another as his colleague, "examines the sixth." Are you able to adhere to that?—Pretty nearly, I do not think it has been broken since I have been here.

773. It works well?—Yes.

774. "The four mathematical masters examine the "whole school in mathematics." Is that sufficient?—I think it is quite enough.

775. And upon their marks prizes are given, and promotion and so forth?—Yes.

776. (*Mr. Vaughan.*) You mentioned that there are committees of examiners for the Christmas examination, you did not tell us who examined for the June examinations?—The masters examine.

777. The masters of each form?—Yes; that is each master taking one paper. For instance, all the upper school, both the twenty and the fifth, has been reading the Prometheus. One of the masters will be appointed to examine all the upper school in the Prometheus.

778. The number of masters then is uncertain?—We arrange it amongst ourselves. Every master takes a part in the examination.

779. But not on the same principle as at Christmas?—No.

780. (*Mr. Thompson.*) Is it *vivâ voce*?—No, by paper; we have *vivâ voce* besides, but the bulk of it is by paper: *vivâ voce* takes too long, and the school work is interrupted while it is going on.

781. (*Lord Lyttelton.*) About these extras, I think you estimate somewhere that a fair working boy works eight or nine hours a day. Could you say, taking a sixth-form boy, what part of that eight or nine hours is given to extra work?—I think it would be very difficult to say, because this work is done towards the end of the half year, and then I have no doubt that some of the boys work more than eight or nine hours a day.

782. Of course his work is the work he has to do in school, and the work he has to do in exercises, and preparation for the school; the extras must come after all that?—Yes, but you will observe that what is said there is, eight or nine hours on the whole school days, there are three half holidays.

783. (*Mr. Vaughan.*) Is that independent of the evening work which they have to do?—No, the whole of the work.

784. (*Lord Lyttelton.*) They work it up towards the end of the time?—Yes.

785. Are these extras limited to these subjects: classics, divinity, mathematics, modern language, and so on?—Yes.

786. Do they select books for themselves?—Yes, quite freely.

787. (*Lord Clarendon.*) Do they study much in this way; by these extra readings?—You will see in the sixth form how many have done so.

788. One only took in Hughes' South America?—Yes.

789. (*Mr. Vaughan.*) Are those at p. 26 fair specimens of the extras that are taken in modern languages and natural philosophy?—Yes, they are fair specimens.

790. I think you put under natural philosophy certain parts of Mill's Logic and Whewell's Inductive Sciences?—Yes.

791. (*Lord Lyttelton.*) There is some restriction in the list of books, is there not; the masters know beforehand what books the boys are going to study?—About six weeks beforehand I call for their extras, and if any boy takes anything which I think he could not study I say "Do not do that."

792. (*Mr. Vaughan.*) Is it set so long beforehand that a boy may devote his holidays to it?—It is not set at all. A boy would study an extra in the holidays at his own risk, so far as this, that if he took some book which was quite an extravagant book to take, I should refuse to examine him on it.

793. I am asking with regard to the holidays; are these extras set by themselves, so that the boys may take them in some preceding holidays and do the work then?—A boy in the sixth form might work at an extra in the summer holidays if he liked, subject to the risk that I have just mentioned. I do not think that any do.

794. (*Lord Devon.*) Is the quantum of extras set by the master such that an idle boy could bring up something which would give him very little trouble?—We should refuse an extra below a certain amount.

795. (*Lord Lyttelton.*) Have you ever refused any books?—Yes.

796. As not being good books?—As unprofitable.

797. (*Lord Devon.*) You refuse below a certain amount; but supposing a boy put down a great many books, more than you thought he could fairly take with reference to his other work, what should you do?—I should tell him he must not do it.

798. (*Lord Lyttelton.*) I observe that in every case the repetition is poetry?—Yes, they prefer poetry; they could learn prose if they liked, but they never do.

799. As to the fifth form, what is the difference?—The difference is, that in all forms below the sixth the master of the form, in the middle of the half year, announces what extras he will allow to be taken in his form, and they take their choice among them.

800. (*Lord Devon.*) Therefore it is a limited freedom?—Yes.

801. (*Lord Lyttelton.*) As to the extras, are they conducted in the same way as the rest of the examinations?—Yes.

802. (*Lord Devon.*) When, after the holidays?—No, just before the holidays.

803. (*Mr. Thompson.*) I think the examiners have to arrange them in classes?—At Christmas those who do best are arranged in honour classes.

804. (*Mr. Vaughan.*) That only applies to Christmas?—Yes.

805. (*Lord Devon.*) In going through these the boy has the assistance of his private tutor?—Yes, in the classical extra always.

806. Not in mathematics?—If he chooses. They never get the assistance of their tutors in getting up history and geography.

807. (*Mr. Thompson.*) Do you suppose that besides this amount of study, which appears here, the boys read books entirely by themselves; have they much leisure for that?—I do not think they read very much entirely by themselves. I rather wish they did, but I do not think they have time enough for it.

808. They read these extras with their private tutors?—Yes. History they read by themselves, of course.

809. (*Mr. Vaughan.*) Do you know the average number of broken exhibitions competed for?—I cannot tell you the average.

810. Are there one or two a year?—Only one

a year. There used to be more when the exhibitions were fewer in number, and held for a longer time, but now the exhibitions are held for only four years.

811. (*Mr. Thompson.*) It appeared from the evidence of Mr. Hefford yesterday that there was a change made in the number of the exhibitions from 21 to 20, was that with your knowledge?—Yes, quite.

812. And consent?—Yes.

813. (*Lord Clarendon.*) "The examination for "these exhibitions is conducted by examiners "nominated by the Vice-Chancellors of Oxford and "Cambridge. The boys are examined in the work of "the half year, classics, mathematics, modern lan- "guages, divinity, and history." Are they always equal to that?—Yes, I think they always can do that. They get assistance if they find it necessary,

814. No. 14, "Secondly looking over and correct- "ing some of their exercises." What division does the private tutor make between their exercises?—In each form some of the copies are corrected by the form master, and some of them are corrected by the boy's tutor.

815. What makes the division?—The division simply is so many given to one and so many given to the other.

816. Are they pre-arranged?—There is a fixed order through the school.

817. (*Mr. Thompson.*) The private tutor does not prepare, or draw as they call it, the exercises for the master, does he?—Yes, he does. He looks over some of the exercises before they go to the master, but the boy is required to show to the master both the corrected and the uncorrected exercises.

818. Do you mean he does not at all assist him in preparing to construe?—No, he does not assist him either in preparing to construe or in preparing his exercises. The boy does his exercise and brings it to his tutor. He then corrects it, and very often almost rewrites it. The boy then takes to the form master both the original and the tutor's corrected copy, and the form master runs his eye through the exercise and assigns marks on the uncorrected one.

819. (*Mr. Vaughan.*) Does not that make it necessary for the form master to read the uncorrected as well as the corrected copy?—Certainly the uncorrected; the corrected if he likes. What is brought to him is the copy with the tutor's marks upon it. The tutor marks under a mistake in red ink. That is the original copy. Of course, he looks chiefly to what it was before it was corrected.

820. If he looks chiefly to what it was before it was corrected what advantage is gained by its having been corrected beforehand by the tutor?—Because the tutor has the boy by his side and spends some time over it and corrects it with care; the form master merely looks over it to see what is the value of it.

821. Both have to go over an uncorrected copy?—Yes, one to correct, the other to value.

822. (*Lord Lyttelton.*) You say "some of their "exercises;" on what principle are they selected?—So many copies a week.

823. Chosen by the private tutor?—No, it is the copy of a such day.

824. (*Lord Clarendon.*) What is the special work in particular cases that you think necessary?—It would vary with each particular case. Sometimes a tutor thinks that such and such a boy is deficient in writing Latin prose and he gives him some special Latin prose to do; sometimes he thinks he is deficient in grammar, then he makes him learn this grammar.

825. (*Lord Lyttelton.*) That is work which is compulsory?—It is compulsory on the boy.

826. With regard to the report sent home; I see the tutor sends home his character. In the case where the private tutor is not also the boarding-house master, does not the boarding-house master send home a report as well?—He adds his remarks to the report and states what he thinks of the boy's general conduct.

827. (*Lord Clarendon.*) You say, "In teaching "these each tutor takes his pupils as he would take a "form, making one form of all his upper school pupils, "and another of all those who are in the middle "school." Have he and his pupils time for this?—Yes, though I think that the system works the masters very hard.

828. (*Mr. Thompson.*) How many hours a day do you think a master is occupied with his private pupils, supposing he had an average number?—It is exceedingly difficult to say, because there is this special work which is so very elastic. It may be very much and it may be very little. It would depend on his pupils and on himself very much indeed.

829. You say a boy has no choice as to a private tutor, he must take the master of the boarding-house to which he is sent?—Yes.

830. Is not that rather hard?—He chooses which boarding-house he will go to.

831. Suppose it happened that Mr. Evans' house, for instance, was full?—That cannot be avoided.

832. The boy could not change afterwards?—No.

833. (*Lord Clarendon.*) "The same tutor has "charge of him throughout and ends with knowing "him well." Does the tutor really take pains to know him and to advise him and to form his character?—The greatest pains.

834. As a general rule do the boys feel confidence in and look up to their tutors?—The boys have constantly most confidential communication with their tutors.

835. (*Lord Lyttelton.*) I am now speaking of the case where the boarding-house master is not the same as the private tutor. You say, "in all difficulties he "naturally goes to his tutor," suppose the boy was in the house of a mathematical tutor, would he in any difficulty more naturally go to his boarding-house master than to his private tutor?—He might have an inclination to do so, but as a general rule I think he would go to his tutor: he has more to do with him. Some boarding-house masters take very great pains with their boys, and see to them a great deal.

836. (*Mr. Vaughan.*) Do you think that the tutorial system as you have given it here is necessary in order to preserve that moral connection between a tutor and his pupil which you speak of. Do you think that all that tutorial work is necessary?—I think it is. You must have something round which the connexion must be gathered.

837. You think that examinations occasionally would not do?—No, it must be constant.

838. The effect on the master of having pupils in different parts of the school, as you describe it in your written answers, is most intelligible. I am speaking only of the effect on the masters. But as you have a system in which the masters of the lower forms examine the upper forms, would not those constant examinations recurring four times a year and the interest they would create be quite enough to keep the masters up to various kinds of work themselves?—I should not think it would be nearly enough.

839. (*Lord Devon.*) I understand you to say that you are decidedly of opinion that the existence of this private tutor system is beneficial both intellectually and morally?—I am decidedly of that opinion.

840. (*Mr. Thompson.*) I need hardly ask you whether if it was not already introduced you would have introduced it?—As I now see it I certainly should; whether I should have thought of introducing it is another question. It might not have occurred to me.

841. (*Mr. Vaughan.*) Supposing you were now to go to a new school of which you had the organization, you would organize it with that system?—Certainly.

842. (*Mr. Thompson.*) Unless there was some special reason against it?—That I cannot say of course.

843. Supposing the school consisted of 120 or 150

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boys, what would you do?—I do not think I should do it in a very small school.

844. As you are perhaps aware it is not practised in many of the public schools?—I would not do it in very small schools for this reason, that in very small schools every master knows every boy. In a large school that is quite impossible, but by our system every boy is attached to some one.

845. (*Lord Clarendon.*) "The danger of the "system is that boys may get too much help, and "the work in form may be robbed of all reality, as "not being really done by the boys themselves; this "is met by requiring that the tutor shall not assist "the boy in preparing the school lessons at all." That is not quite consistent with the paragraph above, "The exercises to be looked over and corrected are "some of those which are set by the form master, "and they are finally shown up to him both in the "corrected and in the uncorrected state"?—You will observe that the tutor does not assist in preparing that exercise; it is done by the boy without any assistance.

846. The private assistance is not allowed to interfere with the school business?—It does not; there is merely a chronological difference, because it would have precisely the same effect if the exercise were shown up uncorrected to the form master, and the tutor had it afterwards. The only reason for showing it up to the tutor first is for the sake of the form master, who finds it very much easier to value the exercise when the mistakes have been marked.

847. (*Mr. Vaughan.*) Is it in order to save him time?—Yes.

848. That is at the moment, not in the end; as every master of a form is a tutor as well as master of a form, will the tutorial system of correcting exercises save time if he is obliged as tutor to alter the exercises although he does not do so as master of a form?—What I said was that the correcting of the copy before it went to the form master instead of afterwards, was for the purpose of saving time. My remark did not apply to the general arrangement at all.

849. (*Mr. Thompson.*) A person who read this evidence might be drawn to the conclusion that the larger the school was, and the more prosperous it was, the more expensive it becomes?—If you were to have in a small school the same amount of work done by men of the same calibre, the only difference would be that in a small school precisely the same quantity of work would be obtained with the form master.

850. But the expense to the boy would be less?—He would have to pay the form master the same; it would only be paid in a different way as form work, instead of as form work and tutor. If you are to get the same men they will not come for a less income. What I meant by saying I would only do it in a large school, is this: it is a good thing in a large school, taking the work which is done by the boy, to divide it into two parts, one of which shall be done with each from master successively, and the other of which shall be done with some one master who is to have charge of him from the beginning of his time to the end. It would not be more expensive because if you are to have the same men the difference is that in the one case you will pay perhaps 10 guineas for form work and 10 guineas for his work as private tutor, and in the other case you would pay him 20 guineas for his form work.

851. Do you not think that the size of the school has some effect in screening the boys from the influence of the Head Master, supposing he is a first-rate man, which in the public schools he generally is, and do you not think that it is in consequence of the size of the school that these private tutors are required?—Perhaps it may be so to some extent. To a certain extent the size of the school is a disadvantage; but then on the other hand, to a certain extent it is a great advantage; I mean there are very great moral advantages.

852. (*Lord Clarendon.*) No. 16, "The average "number of boys under a master is now 33. The "average number of pupils under a classical tutor "is now 45." You do not consider that too many?—No, I do not think it is more than he can manage at all.

853. Without too much fatigue to himself, and with benefit to the boys?—Yes. I should be sorry to diminish it.

854. (*Lord Lyttelton.*) Masters are about four or five hours in school, are they not?—No. In school a master is very rarely more than three hours.

855. (*Lord Clarendon.*) No. 18, "It is not found "practicable to do much more than to allow boys to "have extra private tuition in particular subjects, "thus, a boy can have extra private tuition in "mathematics or modern languages, and the time "at the disposal of the boys is generally enough to "permit this. But where it does not appear that "the boy has time enough he is sometimes allowed "to drop the two lessons a week, which he does "with his classical tutor; the tutor's fee in that "case being reduced from 10*l.* 10*s.* to 5*l.* 5*s.*, and "the boys in the fifth form or above it are sometimes "allowed to drop Latin verses. This, however, is "not permitted without the concurrence of the Head "Master, the form master, and the tutor; since it is "found that whatever value may be attached to the "writing of Latin verses for its own sake it is "certainly valuable as an instrument of teaching "Latin, and those who leave it off begin soon to "fall behind the others in their classical lessons "generally." In the first place does it often happen in the fifth form and above it that boys are allowed to drop Latin verses?—It happens every now and then.

856. You would not say it was a constant practice?—There are always some boys in those forms who do not do Latin verses.

857. Has it been the result of your observation that when they leave off making Latin verses they fall behind others, generally, in their classics?—Yes, they do a great deal. It depends very much on the point which they have reached in the school. Boys lower down in the school lose exceedingly by leaving off Latin verse. Boys towards the end of the school lose much less. But in all cases they lose interest in scholarship.

858. (*Lord Lyttelton.*) They leave off solely with the view of taking up some other study, do they not?—They do.

859. (*Lord Clarendon.*) No. 21, "There are also "libraries in each boarding house." Are they much used?—Constantly.

860. Who selects them?—The boys select them themselves, and bring them to the master of the house for his approval.

861. (*Lord Lyttelton.*) They subscribe 10*s.* a year apiece, do they not?—Yes.

862. (*Lord Clarendon.*) Is there any account kept?—Yes, by the house master.

863. (*Lord Lyttelton.*) Are there always sixth-form boys in every house?—Yes. If not, I generally put them in for the purpose of keeping order.

864. (*Mr. Thompson.*) Is that always possible to arrange?—Yes; it is done by the consent of the parents, always.

865. (*Lord Lyttelton.*) There is no difficulty in it?—None at all.

866. (*Lord Clarendon.*) No. 22, "Prizes are given "for drawing and marks enough to make the differ-"ence of a place or two at the end of the half year." Have you found that to work well?—Yes, very fairly.

867. (*Mr. Vaughan.*) Who gives the marks for drawing when you come to settle the boys' places?—I do myself, with the drawing master.

868. (*Lord Clarendon.*) No. 23, "Pains have been "taken by successive generations of masters to foster "the public opinion in the school itself." In what way? what public opinion?—A strong sense of truth,

for instance, and a strong sense of the duty of keeping up the good name of the school.

869. (*Lord Lyttelton.*) The sixth-form boys are considered by their schoolfellows as the natural guardians of the good name of the school?—They are.

870. The chapel is a very admirable, solid, and substantial building?—Yes.

871. You say, "All the boys attend the services in "the chapel on Sunday." Is it only used on Sundays, do you not use it for instance on Ascension Day?—Yes; and on Good Friday of course.

872. What other days except Sundays are observed in the school?—The first of November is always observed.

873. All Saints day?—Yes; Ash Wednesday and the 20th October, which is Laurence Sheriff the founder's day.

874. Is that all?—That is all.

875. On those days you have service in the chapel?—Yes, and in Passion Week, the week before Easter there are prayers in the chapel: on the other occasions we have prayers in the great school.

876. Is the whole school assembled there?—Yes.

877. Have they prayers in the houses?—Yes, at night.

878. And in the morning?—On Sunday mornings in the houses, unless there is early service in the chapel. On other mornings there are prayers in the great school.

879. It has not occurred to you that the chapel would be better for that purpose?—I have not thought about it a great deal, but it is a kind of change I should not like to make without being quite sure of its utility; I am sure it would be a mistake to outrun the religious feelings of the boys themselves.

880. (*Mr. Vaughan.*) You think they would not collect their thoughts in the same spirit?—I have asked a great many old *Rugbeans* what they thought of it; all those who were sons of clergymen said they would like to have prayers every morning in the chapel, but those who were not sons of clergymen said they would not.

881. Was that absolutely so?—It was, as a matter of fact. The latter said it would tend to lower the feeling with which the chapel was regarded. Several, for instance, compared it with ——— where they always have prayers in the chapel, and thought the effect there not good. On the other hand several said that the effect was very good.

882. (*Lord Devon.*) The prayers are read by you I suppose?—No, by the masters in rotation.

883. (*Lord Lyttelton.*) "The duty of preparing "boys for confirmation devolves on their tutors or "boarding-house masters," that is, if they are clergymen?—Yes; it is arranged between them with my consent. It is ordinarily the tutor.

884. The morning service is minus the Litany I suppose?—The early morning service is.

885. (*Lord Clarendon.*) Is the attendance at the Holy Communion large?—It is very large just after the confirmation, and then it diminishes as boys leave the school, so that it becomes small towards the time when the confirmation comes round again.

886. Is it usually large with reference to the boys who have been confirmed?—Taking the boys alone, and leaving out the masters and their families, it varies from about 250 down to about 80.

887. Are the feelings of the boys on the subject such as you would desire; is there a reverential feeling?—Yes, there is, certainly.

888. (*Lord Lyttelton.*) How many boys in the school are confirmed?—I could not say at this moment.

889. Half?—120 I should think; we have not had a confirmation for a year now.

890. I thought you said just now there were 250 sometimes?—Yes, there is a very large number just after the confirmation, but at the end of each half year it begins to diminish.

891. The boys who could communicate there are not above 120?—I think at present rather more than that.

892. Does the Bishop receive them under 16?—They go at about 15.

893. (*Lord Clarendon.*) Do you make an address every Saturday before the communion?—Yes.

894. Do the boys attend?—They generally come.

895. Is it voluntary?—It is quite voluntary; there is no marking; no one knows who is there or who is not, but almost all come.

896. (*Mr. Thompson.*) How is the marking effected in chapel?—By an officer at the bottom.

897. (*Mr. Vaughan.*) Is that the meaning of their going out one by one?—That practice arose, I have been told, by accident; but has been continued purposely.

898. (*Lord Clarendon.*) "The religious instruc-"tion of the boys in school consists of the lessons "already mentioned in forms B, C, D, Sunday lessons "every Sunday morning." Sunday lessons in what?—In divinity. They are now in the subjects included in the cycle.

899. "Examination at the end of every half-year, "with a large number of marks assigned to the "subject." In what proportion as compared to other subjects?—400 always, and possibly 650, out of a total 5,000.

900. "The punishments in use are solitary confine-"ment for an hour or two hours." Where are they confined?—In one of the schools.

901. (*Lord Lyttelton.*) Is that at all usual?—A boy in the lower school, perhaps, has not done his lesson, and he is locked up in the school for an hour to learn it.

902. (*Lord Clarendon.*) "Caning on the hand." How is that applied?—The boy holds his hand out.

903. How many blows?—At the outside I suppose half a dozen.

904. (*Lord Devon.*) With a stick or a strap?—With a cane.

905. (*Mr. Vaughan.*) When was that introduced?—I think Mr. Lee introduced it.

906. (*Mr. Thompson.*) Did he introduce it with the sanction of Dr. Arnold?—Yes.

907. (*Mr. Vaughan.*) Is it done at the moment, is there a cane at the master's disposal?—He may have a cane at his disposal. It is not a rule for him to have it, but it may chance so; if not he sends for one.

908. (*Lord Lyttelton.*) As to No. 3; translating or learning by heart may be supposed to benefit a boy, but I wish to ask you whether you are clear that simply writing out Latin and Greek can do any sort of good except by way of suffering, and whether it has not a very dire tendency to deteriorate a boy's hand-writing?—I dare say it may a little damage the hand-writing.

909. Is it a frequent punishment?—I should say so.

910. (*Lord Clarendon.*) It does a boy no good?—It is not intended to do anything but punish him. If you combine a punishment with something that does him good you get him to hate that which does good.

911. Which of the three methods is most resorted to, the writing, out I suppose?—The learning by heart is as common as the writing out.

912. (*Lord Lyttelton.*) These three are put in their order of gradation, and the flogging is very rarely inflicted?—Very rarely.

913. Then, of course, the others are still more rare, so that in fact the punishments at all common in the school are confined to the first three?—Yes.

914. (*Lord Devon.*) The sixth form are exempt from flogging, are they not?—Yes, and it is not used even in the fifth form.

915. (*Lord Lyttelton.*) Practically, I suppose it is according to the size and age of the boy?—Yes, we should not flog a very great boy.

916. What would you call the average of boys that are flogged in the course of the year?—I should call flogging four boys a half-year a very high average.

917. For what offences would such punishment be

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inflicted?—A boy would be flogged for telling a lie or for bad language.

918. (*Mr. Vaughan.*) For obscene language?—Yes.

919. Or for common swearing?—Yes.

920. (*A Commissioner.*) Do you mean for obscene language privately to another boy if it was overheard?—It would depend of course on what the language was. The last case we had of that sort was complicated, that is to say, a boy used a nasty word and a sixth-form boy happened to be present and told him to hold his tongue, and not use such language as that. He repeated it, and then it was reported to me.

921. (*Mr. Vaughan.*) Was it an insulting word?—No, it was an obscene word; not used to the sixth form boy.

922. (*Lord Lyttelton.*) Of course an immoral act is more serious?—Yes.

923. I should like a sort of catalogue of the offences for which boys are flogged?—It would be very difficult to give that because it would depend entirely on the view the Head Master took of the nature of the offence. A boy would be flogged for very long persistence in anything wrong.

924. For pertinacious continuance of minor offences?—Yes.

925. Does it often happen that parents are requested to remove their boys?—Yes, it happens occasionally.

926. I think it was rather a principle of Dr. Arnold's, was it not, that if a boy was getting no good he thought he was better elsewhere?—Yes; but I think you must distinguish between cases where parents are told that the boy is doing no good, and that they had better remove him; and cases such as are meant here; because there are many cases where a parent is told, "I advise you to remove the boy for "his sake, but I do not insist on his removal." It is not a punishment at all, and in such a case the boy would very likely get a good testimonial as to his conduct. It would be merely stated that for his own good he had better be elsewhere.

927. Expulsion, how often have you had that?—It is very rare.

928. Is it a public expulsion at all?—Simply stating "You are no longer a member of the school."

929. (*Lord Devon.*) Is it declared publicly in the presence of the school?—No.

930. (*Lord Lyttelton.*) Is it on an average once a year?—Yes, on an average once a year.

931. That is for very bad boys, of course?—Rather for very bad offences. I expelled a boy in the sixth form once for knowing of something very wrong and not stopping it.

932. I suppose a very young boy would hardly be expelled?—No.

933. (*Mr. Vaughan.*) Does the caning occur daily?—No; I should think perhaps there might be one caning in the course of three weeks sometimes.

934. (*Lord Lyttelton.*) In one form?—No, in the whole school.

935. (*Mr. Vaughan.*) For gross inattention?—For gross inattention, and repeated irregularity.

936. For acts of contumacy?—Yes.

937. (*Lord Lyttelton.*) Would mere stupidity incur it?—No.

938. (*Mr. Vaughan.*) Does the use of this punishment work well?—Yes; I think that in that respect the school works exceedingly well. I think not only do the masters treat stupid boys with real kindness, but that the boys themselves quite feel that a stupid boy who is doing his duty is to be respected. We have scattered about the school quite low down some very stupid fellows who are quite looked to by all the rest from their character.

939. (*Lord Devon.*) Does the flogging take place in the public school or in private before certain witnesses?—The little boys in the lower school who get flogged because they persist in being disorderly are generally flogged privately, but boys who are flogged for grave moral offences are flogged generally in the presence of four of the sixth form.

940. (*Lord Lyttelton.*) Not of the whole school?—No; even now boys think it a very great aggravation of the punishment to have the sixth form present.

941. (*Lord Clarendon.*) No. 26, "Offences are "also reported to him" (the Head Master) "by the "sixth form, if they are such as the sixth form can- "not or think it better not to correct themselves." Does this produce any illwill towards the sixth form or are they deterred by fear of the result, do you think?—I do not think one or the other. I do not think there is any illwill, nor do I think they are deterred from fear at all.

942. (*Mr. Vaughan.*) Do they commonly report offences to you?—I suppose it happens about three or four times a half-year.

943. (*Lord Lyttelton.*) It is their duty to report to you direct, not to the under masters, is it not?—They report to me direct. In the case of offences happening in their own boarding house they would go to the boarding-house master first.

944. But if it happened in the school close they would come to you?—Yes.

945. (*Mr. Vaughan.*) Are there many classes of offences which they cannot correct themselves?—There are offences which I should not consider they were justified in correcting themselves.

946. Have they occurred so often as twice or three times in the half-year?—No; those were cases in which the sixth-form boy did not feel able to decide on what ought to be done; it was not that the offence was of such a nature that I should have objected to his correcting it.

947. (*Lord Lyttelton.*) How does he punish them?—He may set him lines or he may give him a caning over the shoulders.

948. (*Lord Clarendon.*) The sixth-form boy must hear those lines?—They are almost always lines to be written out.

949. (*Mr Vaughan.*) He may not kick him or strike him with his fist?—No.

950. (*Lord Devon.*) Does the power of punishing in that way extend to the twenty?—A boy in the twenty cannot punish.

951. Can he inflict it on a twenty boy?—A sixth form may give lines to any boy not in the sixth.

952. (*Mr. Vaughan.*) Is there any understood limit as to the number of blows he may give him?—I think the real check is that the boy may always appeal.

958. Do you mean before it is done?—Yes, he can appeal to me at any time.

954. (*Lord Lyttelton.*) Is that often done?—It happens every now and then; he can appeal also to the whole of the sixth.

955. (*Mr. Vaughan.*) Does the sixth-form boy not do it on the spot, or does he appoint a time to administer the punishment so as to admit of an appeal?—No; he can administer it on the spot, but the boy can stop him by appealing.

956. (*Lord Lyttelton.*) Looking at the remarkably small difference of age between some of your boys in different forms, does it really happen that a boy of 18 is allowed to punish a boy of 17?—It may certainly happen.

957. May he cane him over the shoulders?—Yes, if not in the fifth or twenty.

958. (*Lord Devon.*) Supposing a sixth-form boy sees a boy committing some offence, and he is going to cane him on the spot, and that the other boy says "I appeal to the sixth form," do you believe that universally it would be the practice for the sixth-form boy to hold his hand?—I do.

959. Does a gathering of the sixth form often occur to hear such appeals?—I do not think they are very frequent, but I have known instances.

960. (*Mr. Vaughan.*) You used the word "cane" did you really mean a cane, or an ash plant, or any small stick a boy might have in his hand?—I suppose he would use either.

961. (*Lord Lyttelton.*) Do the sixth-form boys habitually walk about with sticks to be prepared for

such an emergency?—No; they always have a stick on certain occasions, if they are the præpostors of the week.

962. On what occasions?—At calling over.

963. Is a boy more likely to commit offences at calling over than at any other time?—No; but the prepostor has a cane then to keep order.

964. Have you mentioned here all the special duties of the sixth form?—I think so.

965. (*Lord Devon.*) What are the rules of the school which apply to all below the sixth and from which the sixth are exempt; take bounds, for instance, have the sixth no bounds?—There are certain parts of the town from which the sixth are prohibited like the rest.

966. Have they a more extended range?—They may go down to the railway station.

967. (*Lord Lyttelton.*) What are their exemptions?—They are very trifling.

968. (*Lord Devon.*) If they are to detect others in going over bounds, of course they cannot go over those bounds themselves?—Yes; but they have a few trifling exemptions.

969. (*Mr. Vaughan.*) As to the managing of the school close, is that in the hands of the sixth form?—No; it is in the hands of what is called "the big side levee." The big side levee consists of all the boys in the upper school, and they make regulations for the games, and they have a right to tax the whole school, subject to the approval of the Head Master, and subject further to this condition, that they themselves pay twice as much taxation as the boys below.

970. (*Lord Clarendon.*) As to No. 29; I think it would be very desirable to have your opinion on fagging in general. Would you say, that fagging such as exists at Rugby, and I think it is very clearly defined, is, on the whole, a healthful relation?—I have no doubt about it.

971. (*Lord Lyttelton.*) Whom do they fag?—The sixth form fag the boys below the upper school, so that the boys in the twenty, in the fifth, and in the lower fifth, can neither fag nor be fagged.

972. Have you ever heard it as a grievance that they have no opportunity of fagging?—With us the fagging is so entirely associated with the responsibility of the sixth, that I do not think it occurs to anyone to desire it.

973. (*Mr. Vaughan.*) Do fags wait upon them at meals at all?—No.

974. Nor do anything for them?—At supper they fetch them bread and cheese.

975. (*Lord Lyttelton.*) Do they toast the bread for them?—Yes.

976. (*Lord Devon.*) I presume from this that they do not do what used to be done in my time at school—clean shoes?—No.

977. (*Mr. Vaughan.*) "The sixth form have also "the power to compel all boys to take part in the "games who are not exempted by authority." Is there no what is called fagging out at cricket?—The fagging at cricket has very much disappeared.

978. Supposing a sixth-form boy sees a boy under his jurisdiction, or two or three boys standing together, has he the power to say to them, Come and fag out?—Yes.

979. And he will be bowled to by one boy, and as he strikes the ball they will range round and will "fag out" for an hour and a half perhaps?—He has the power, but it is very rarely exercised.

980. With regard to racquets, is there any attendance of the same sort?—None at all.

981. At football have not the sixth power to compel the attendance of smaller boys?—They can compel them to take a regular part in the game.

982. They can compel them only to take the same part in the game as they themselves take?—Yes.

983. (*Lord Lyttelton.*) In what view is it looked upon here, where a boy is required and compelled to attend or to play at cricket, or at football? that it is in order that he may take a part in the games of the school, or that he does it for the convenience of those above him?—The attendance at football is simply to take a part in the games of the school.

984. A boy cannot play at football without learning the game?—Yes, he can. That was the oppressive fagging when I came, which I abolished.

985. And cricket?—There is very little cricket fagging. The power still remains and still is exercised occasionally.

986. I understand that a boy is required to play at football because it is considered a good thing that he should do so, but he is not required to play at cricket for the same reason?—Not quite for the same reason.

987. He is not required to learn cricket, but he has to learn football?—Yes.

988. (*Mr. Vaughan.*) Is he required as fag at cricket, to take that part of the game from which he gets no good at all?—Fagging at cricket does not teach him the most important part of the game, but it does teach him to field.

989. When football is played have the lower boys any opportunity of playing a game of their own at the same time?—Yes; at football when the big-side football is played, with the exception of four afternoons in the course of the half-year, the rest of the close is covered with little-side games.

990. How many for instance can be played or are ever played at the same time?—I have known five other matches going on at the same time.

991. (*Lord Lyttelton.*) And how many games of cricket going on at the same time?—I have known seven.

992. I understand cricket fagging is very much diminished?—Very much, there is hardly any of it.

993. (*Lord Clarendon.*) No. 30; "Instances of "the gross abuse of the power of fagging would be "sure to come to the knowledge of the masters if "they were at all frequent." Do you feel confident that that would be so?—Yes.

994. By what means?—Because the tutors would be quite sure to hear of it. They see the boys so much individually, I am quite certain that anything like a gross abuse of the power of fagging would be known.

995. (*Lord Devon.*) If a sixth-form boy abused such power would another sixth-form boy think it necessary to inform of it?—If he thought it very gross he would bring it before the sixth form.

996. Before reporting it to you?—Yes.

997. He would have the moral courage to do that?—Yes.

998. (*Lord Lyttelton.*) The second sentence is very important here, "the sixth is too small a body "to hold its power by force?"—Yes.

999. (*Lord Devon.*) Would public opinion support a sixth-form boy in inflicting punishment on a boy three inches shorter?—Yes.

1000. (*Lord Clarendon.*) With respect to what is generally termed bullying, there is very little of that, is there?—Very little at Rugby. The public opinion of the school is exceedingly sound upon two points. It is very sound upon truth, and it is very sound upon bullying; I am quite sure of the body of the school on those two points. It would not only resist bullying, but it would resist indignantly.

1001. (*Lord Lyttelton.*) There is one point with regard to the truth of the boys. Everybody knows that at schools they often have a certain code of their own about truth; that a thing which they would be ashamed to say to anyone else they would think it fair game to say to a master. Do you think that towards the master they have a strong feeling of the absolute duty of telling the truth?—I do.

1002. (*Mr. Vaughan.*) Supposing a boy of no authority, one of the lower boys, were to see a boy bullied how would public opinion be got at?—He might go and tell the sixth, or he might speak out at the moment.

1003. (*Lord Lyttelton.*) As to No. 32; "Besides "this every boy is allowed leave of absence on the "request of his parents once in a half-year from "noon on Thursday till night on Saturday, or from

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"noon on Saturday till night on Monday. About "a third of the school avail themselves of this "privilege." Are they those generally speaking who live tolerably near to Rugby?—Boys who live in London a great deal; not boys who live a long way off.

1004. (*Lord Clarendon.*) Rugby is divided into two terms. Most other schools such as Harrow and Eton are divided into three. Has that always been the practice at Rugby?—I think so; but I believe there were at one time very short Easter holidays.

1005. Have you ever considered whether the period is not too long?—I do not think it too long, I think our system in reality the best, though I cannot deny that it is not so convenient for a great many of the public.

1006. Do you not think that such continuous application and labour is too much both for masters and boys?—I do not think so.

1007. You do not find any slackness towards the end of the time?—Quite the other way.

1008. (*Mr. Vaughan.*) Have they examinations?—They have.

1009. (*Lord Clarendon.*) The masters?—Yes.

1010. (*Mr. Vaughan.*) Putting other considerations out of the question, do you not think that for the learning of the boys and for their work it would be better for them to have a shorter intermission from work oftener in the year?—I think it would be better for little boys, but not for boys of the average age of the boys here. I think there is always something lost at the beginning of the half year, and there is something lost at the end; three of those changes make a real hole in the work.

1011. (*A Commissioner.*) You think there is a little demoralization at the end?—I think so.

1012. (*Lord Devon.*) I suppose when you speak of the convenience to the public you refer to the fact that the holidays at Rugby do not fall in the vacations of any public men?—I do. On the other hand a great many of our boys come from long distances, and to have the expense of a third journey would be a serious objection.

1013. (*Lord Lyttelton.*) You say here they work eight or nine hours a day, of which as I understand something under one half is really in school, the rest is all preparation and extra work. How about the play hours. You say that on a full school day they have not above two hours for play?—I think on a full school day they would not have more than two hours if you leave out the meals.

1014. You say, "After seven there would perhaps "be work for another hour or two." You mean there would be some time for rest, that would not be for play?—Yes.

1015. (*Mr. Vaughan.*) "Never more than this." Does "never" apply to any time, or to any part of the school?—I mean that the work is never more than this in different parts of the school, or at different times of the year. Of course I do not mean that they do not work more than this, I mean they are not required to work more than this.

1016. (*Lord Lyttelton.*) The regular work would not take more than that?—No. I think a boy doing his work thoroughly well would on the whole school days be required to work for between eight and nine hours.

1017. Of course you could hardly restrain a strong active boy from working as much as he likes?—No.

1018. (*Lord Devon.*) Out of the eight or nine hours, how much would be spent in school?—In this particular case there are three school lessons requiring preparation, that would be three hours, one with his tutor requiring preparation, and one school lesson not requiring preparation.

1019. (*Lord Clarendon.*) As to No. 39, is the close 11 acres?—Thirteen acres, I believe.

1020. (*Lord Devon.*) That includes your school buildings?—Yes, I think it does.

1021. (*Lord Clarendon.*) We have seen the volunteers this morning with great satisfaction. What are the numbers that are generally drilled?—The numbers that are drilled who are not in the rifle corps are generally about 16 or 17. The rifle corps has in it now, I think, 93.

1022. Is their attendance at that rifle corps voluntary?—The rules for the attendance are made by themselves. The rule is that there should be three drills a week, and every member of the corps has to attend once; if he does not he is fined.

1023. Do you think there would be any advantage or otherwise in making it compulsory to join the rifle corps?—No, I do not think so.

1024. Do you think it would be an advantage to make the drill compulsory having joined?—As far as the corps is concerned in itself I think it works very much better being left to the boys to manage and to make their own rules. It is possible, of course, that if we were an enrolled corps Government might give us advantages enough to compensate for the loss of some of our liberty.

1025. If a boy joins the rifle corps he is not permitted to leave it, is he, till the end of the half-year?—No, he must join either at the beginning or the quarter and must remain till the end of the half-year.

1026. The 16 or 17 you mentioned as not being in the volunteers, I presume are all under age?—Yes.

1027. I see you say that boys remarkable for their intellectual studies are also remarkable for athletic pursuits?—I think it is so very frequently; far more frequently than the world believes.

1028. (*Lord Clarendon.*) At the end of No. 43 you say, "We have now 14 masters to 463 boys, "giving 33 boys to a form," You think that is rather too many?—I think 33 is rather too many, because when you have an average of 33 the inevitable result is that some of the forms would be 38, or something like that, and that is really too many.

1029. An average number of 26 would be a great deal better?—Yes.

1030. If you had the means both of space and funds would you like to make that change?—Yes.

1031. With respect to the want of funds, you say, "The school fees are now 15½ guineas and might "be raised to 20." Would you recommend that?—I should decidedly.

1032. Do you think that that would not operate injuriously?—Certainly not.

1033. I mean it would not be complained of by parents?—I do not think it would cause complaint; the increase of expense would be small, the gain in teaching great.

1034. (*Lord Lyttelton.*) The question, I should suppose, whether the public would afford more than it now does for a school of this kind would be very much illustrated by the question what the demand is at the present moment as measured by those who come here for admission; is it not the fact that you are obliged to refuse every year a great many more than you admit?—Yes.

1035. That shows that the school would bear an increase in its charges?—Yes.

1036. (*Lord Devon.*) Have you ever calculated, supposing this addition to be made to the charge, what additional teaching power it would give you on an average? I mean how far would it reduce the number?—It would give certainly four new classical masters.

1037. (*Mr. Vaughan.*) You mention the pleas that have been urged in favour of physical science and mathematics, such as the discipline which those studies give to the intellect and the general tone of mind which they produce. Are you of opinion that physical science is of slight value in this respect?—I think physical science is of very considerable value in that respect, but not to be compared with literature.

1038. Supposing that a person of first-rate scientific attainment, but of inferior classical attainment, were to give an opinion depreciatory of the value of classics as an elemental discipline, what value should you attach to such an opinion?—I cannot say that I should attach great value to it.

1039. You consider that neither mathematics nor

physical science touch the strictly human part of our nature. Do you not think that they tend to produce many wholesome moral emotions. I am speaking now of natural science, such, for instance, as wonder and admiration at the order of the world and so forth?—I think that in the present state of civilization, physical science to a very great extent tends to cultivate and refine all the emotions connected with the love of order and beauty; but I think that it never rises to touch the sense of personality or responsibility, the sense of being yourself a person and having to deal with other persons.

1040. Do you not think that the contemplation of the physical laws of the universe tends to produce a high degree of awe and admiration, and, of course, so far as that is connected with the workmanship of an Omnipotent Being that it tends to produce feelings towards Him of a very high order?—I think physical science does that very much, and that is what I meant by speaking of it as cultivating the love of order and beauty, which rapidly leads to a sense of religion; but I do not think it can be compared for one moment, in the power of cultivating those emotions, with the study of literature, and, indeed, I think that to a very great extent physical science itself owes already a great deal of its power in that respect to the literature which has been gathered round it. I think, moreover, that those emotions are but a small part of our moral nature.

1041. Do you think that in any point of view literary studies produce that state of admiration and awe, and so far of worship, which physical science tends to produce. Do you think it brings before the mind works and evidences of a nature to produce the same moral emotions, or in the same degree?—The study of literature appears to me to cover almost all that physical science could cover, and very much more besides. There is hardly anything you will find in physical science, which you will not find in different departments of literature. There is no sense of awe or love of beauty which you will not find, I think, more powerfully brought to bear on the mind from the study of poetry even than from the study of any science, because in the study of physical science there is always the drawback, that in order to indulge in those emotions, which the science is certainly able to excite, you are obliged for the time to quit the science, and to give yourself up to something with which the science itself has nothing to do. It is not the science which, as a general rule, cultivates the love of order and beauty so much as the objects to which that science is applied.

1042. Does not the science bring out truths, which truths are almost necessarily the moving causes of those emotions, so that it would require a person to suspend the natural action of the mind, and to arrest it at that point to prevent those emotions, I mean the contemplation of the laws of gravitation, or such laws as those. Do they not necessarily act on the mind to produce those emotions unless the mind puts a sort of force on itself to prevent them?—I should not be prepared to deny that. I do think that all that can be done by physical science in that way is covered entirely by literature.

1043. (*Lord Lyttelton.*) These two sentences in your answer seem to show what you mean. "Man's "chief business it is said is to subdue nature to "his purposes, and these two studies show him "how; those who use this plea seem to forget that the "world in which we live consists quite as much of the "men and women on its surface as of the earth and "its constituent materials. If any man were to "analyse his own life he would find that he had far "more to do with his fellow-men than with anything "else. And if therefore we are to choose a study "which shall pre-eminently fit a man for life it will "be that which shall best enable him to enter into "the thoughts, the feelings, the motives of his fellows." It is in that special sense I take it that you use the word humanizing?—When I say that the study of literature humanizes, I mean that it cultivates that part of our nature by which we are brought into contact with men and with moral agents.

1044. (*Mr. Vaughan.*) As in your judgment the opinion of a first-rate scientific man who is not a first-rate man in classical attainments depreciatory of the disciplinary value of classical attainments, is not of very high value, so would you think that the opinion of a first-rate classical scholar not having the same rank scientifically, and tending to depreciate the disciplinary value of scientific attainment was also not of very great value?—No, I do not think it would be in the same degree at all because it is essentially a part of the one kind of study to know human nature and it is not a part of the other. The one is naturally led to the study of man, and to the study therefore of what is good for the discipline of the mind; the other has not studied man but things: and it is not his business to know what is good for the discipline of the mind. The study of the philosophy of the question comes properly within the sphere of one man's science, but not properly within the sphere of the other man's science.

1045. Then you must permit me to ask you whether you do not think that the truly valuable opinion that is to be formed upon the value of classics as a discipline is to be derived from experience of that discipline, and that in the same way the truly valuable opinion which is to be formed of the value of scientific attainments as a discipline is to be formed from experience of that discipline?—Certainly.

1046. Do you not think that the necessary result of admitting that is, that the great classical scholar is not a first-rate judge of the disciplinary value of natural science, and that the great natural scientific philosopher is not the best judge of the disciplinary value of classics?—To a certain extent that is true, but I did not take the case of the great classical scholar who knew nothing of natural science. In order to judge of the disciplinary value of such a study it is not necessary to go quite up to the very top, but you can judge of the effect of the study upon the average of students, even though you have not attained to the very highest eminence in that study. The materials of the judgment are to be supplied by experience; but the use of those materials, so as to make the resulting opinion of value, does not depend on experience of the same kind.

1047. Do you not think that the same principle which you establish with regard to the one it is but fair to establish with regard to the other, and that if you do not require the highest scientific attainments to judge of the disciplinary value of science so in the same way you cannot require the highest classical attainments to judge of the disciplinary value of classics upon average students?—No; because the judgment of the point is within the chief province of the one man, and lies out of the chief province of the other man.

1048. You think then that classical attainment necessarily involves a greater knowledge of the laws of the intellect and of the human mind than scientific attainment?—I do.

1049. (*Lord Clarendon.*) To go back to the previous question, supposing these fees were raised to 20 guineas you would get a greater teaching power, and you would then recommend that money should be borrowed in order to give you greater building power?—I should be prepared to recommend it.

1050. In the event of the Trustees agreeing to that, do you believe that there would be the means to be found here of buying either land or houses?—I have not a doubt upon that point; a part of the school property, moreover, might be used for building new schools.

1051. (*Lord Devon.*) What part is that?—Down behind the chapel.

1052. (*Lord Clarendon.*) No. 44. "I cannot suggest any change in our system of education; by "degrees the present system may be much improved." In what way do you contemplate that?

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—I think that the work is improving year after year, and may be very much improved yet.

1053. (*Lord Lyttelton.*) That is an alteration not in the system itself, but in the working of the system?—Yes.

1054. You mean without any alteration of its constitution?—Yes.

1055. (*Lord Clarendon.*) You say, "The studies "pursued at a public school, and the method of study "do not always give a boy the precise thing that he "wants for immediate use in life, but they give a "training which enables him to study almost any-"thing afterwards with ease." Do you consider that as of general application, or that it only applies to a diligent boy who has turned the school system to account?—It has a general application in this sense, that a diligent boy would find, as compared with a diligent boy under any other system, that he had got that training, and an idle boy under this system would have the same advantage over an idle boy under any other system.

1056. (*Lord Lyttelton.*) I understood you yesterday to say that you were perfectly well satisfied with the practical working at present of the school with respect to its government?—Perfectly.

1057. You think it is likely to work as well as any other plan that could be devised; to have a reasonable number of Trustees, who have almost unlimited powers in theory, but who delegate them entirely in practice?—I do not wish any change whatever.

1058. And if you had a new school to constitute, you do not see any other system which would be likely to work better?—I do not. I think it of very great importance that that superior authority should not be on the spot, independent of the question of whether he will interfere or not; because there are things which will occur which he had better not know, and which if he is on the spot he cannot help knowing and acting upon.

1059. You think they should be a dispersed body?—Yes. If there be one man, a visitor, that he should be at a distance.

1060. (*Lord Clarendon.*) What do you consider are the advantages of having that external authority?—I think it satisfies the public; very often it is a great strengthener to the Head Master.

1061. You say, "It is exceedingly difficult to find "any men who can teach French and German, and "at the same time form the minds of the learners." Do you say that from experience?—I should say so from experience. They do it here, but it is difficult to do. In filling up any mastership here, I think there is none which would give me so much trouble to fill up as one of the modern-language masterships.

1062. You say, then, that in fact those masters do form the minds and characters of their pupils?—There is no doubt about it.

1063. (*Lord Lyttelton.*) As to what the French call "bifurcation." I understand your opinion to be that it is better to leave the general system in the older schools unimpaired, and that in the present state of this country it would be wise for those who have the means of doing so to give the utmost facility for establishing new schools involving modifications of the existing system. But with regard to the old schools, assuming a boy stays at one of these schools from the age of eight, nine, or ten, or thereabouts, up to the age of 18 or thereabouts, would it be in any way an essential injury to the principles of the system if, in particular cases, you were to modify the general principle of education, say at the age of 16, and after that time give the boy, to a considerable extent, a relaxation from classical studies, taking classics still as the main element, but giving him increased liberty to follow another course of study?—It is impossible to foretell how such a system would work, and any man's opinion on it must be taken simply as an opinion, because it is really prophesying in the dark. My own opinion would be very decidedly against it. I think that a school like this would lose very much more than afterwards it would gain. It would have such a tendency to break the school in two.

1064. But to some slight extent, at all events, is it not the case now here?—Yes.

1065. I mean if after some time you ascertain that some important details of classical work have ceased to be of any sort of use to a boy, then you relax the system in respect to that boy for the remainder of his time?—We do; that is the principle, but it is a principle guarded so very closely that no one would call it a bifurcation of the school at all. By a bifurcation, would be understood such an extension of that principle as to have a large department working side by side with the ordinary classical work, and that I think would not work well. I cannot say that I quite agree with Mr. Charles Evans in his view of what those boys gain or lose in the school. If you think simply of the intellectual discipline which those boys get, I grant that it is very small, but I doubt whether they would get much better discipline, as far as mere mental discipline is concerned, from any other system; I doubt it very much, and I am quite sure that they would lose very considerably in real cultivation.

1066. It has not, I apprehend, been tried anywhere?—Not in that way; not completely. It is tried at Cheltenham. There there are two distinct compartments working side by side. Again, it is tried at Marlborough. Marlborough is a very good instance.

1067. (*Mr. Vaughan.*) I suppose that bifurcation would involve a change in the whole system of the school;—it would involve the doing away of the system of governing by a single form?—No, I think not. At Marlborough if a boy goes into the side line he never gets into the sixth.

1068. In that case you have two systems, and one set of principles, which act on one system, but which do not act on the other?—Yes; I may confess that my inclination on first coming here was strongly in favour of bifurcation.

1069. For another purpose and with reference to the list of Rugby honours at the University, I wish to ask you as a matter of fact, whether there have not been a great many scholarships opened at colleges for classical and mathematical attainments during the last four or five years?—Yes.

1070. Are not the good scholars of Rugby beginning to derive great benefit from their successes in these competitions?—Yes; it is now I think an exception for a boy who leaves this school with an exhibition not also to have already got an open scholarship at one University or the other. We gave six exhibitions last year, the exhibitions varying from 40*l.* to 80*l.*, and I think five of the winners had also got scholarships. I think no one of the five had less in that way than 120*l.* a year, and some had 150*l.*

1071. (*Lord Lyttelton.*) There is a question arising on Table C. In the sixth form (your highest form) I find there is no English verse original composition and no Greek original composition of any kind. If I had looked no further I should have taken it for granted that as the sixth form did not do it no one else did, but I find that in the fifth form second division they do compose two copies of original English verse, and even in the upper middle form first division they compose occasionally both English verse and prose, so that the upper part of the school does none of these things when the lower part is doing them?—You observe that is two copies in the whole year. The master had a fancy to give his form Greek verse to do.

1072. It is not necessarily so?—No.

1073. The sixth form might have it at another time?—Yes; it did so happen that in the course of that year there was no such thing.

1074. Greek original composition is perhaps the highest attainment of all?—Perhaps it is.

1075. (*Mr. Vaughan.*) I would ask in the same

direction why it is that there is a systematic cultivation of English composition, in three or four lower forms ending with Mr. Arnold's form, that is to say, the second division of the fifth form, which is discontinued in the upper part of the school?—I think you will find it is systematic nowhere except in Mr. Arnold's form. It is two or three copies a-year.

1076. It is systematic as being found in three or four forms?—That is a mere accident. The masters are allowed a discretion as to that.

1077. There is one case of 20 copies in Mr. Arnold's form?—Yes.

1078. That is not occasional, as the Greek was? It is 20 copies of English prose translation?—Yes.

1079. And in the form below there are also copies though they amount to few?—Yes.

1080. Of course with regard to English, there may be a reason for not having it often, but it occurs in all those forms?—It merely represents the discretion of the master.

1081. But still it does appear that in one lower form there is a great deal, and in other forms an occasional amount of English composition which is dropped entirely in three upper forms?—It is not dropped in the sixth.

1082. Why is there no repetition of Greek verse in the sixth form? There is a great deal of repetition of Latin verse, Juvenal, Lucretius, and Virgil, but none of Greek verse?—The only reason is that the Latin verse is so very much wanted. There has been repetition of Greek verse in the sixth form.

1083. You think the Latin more useful?—Yes; I do not say I should always think so, it would depend on the boys.

1084. Is there any reason for there being no repetition of Latin prose either in the sixth or in the twenty?—No reason at all except that verse was thought more useful. There has been at other times; though not in this year.

1085. Is there any particular reason for there being no English repetition. There is a great deal of English repetition in the form below, but no English repetition in the sixth and twenty?—Simply that the other is more wanted.

1086. (*Lord Lyttelton.*) Do you think that with a view to the power of accurate expression in English, there is enough done in the way of translation into English generally?—I should say yes.

1087. (*Mr. Vaughan.*) Is it found easy with the variety of work that is given to the different forms in the upper school, to frame an examination which shall give the same papers to all of them?—It is tolerably easy; they are not examined in the whole of the work done in the form.

1088. You take the common points?—Yes, and give special papers to special forms.

1089. Then there are some special papers?—Yes.

1090. I understood that all the forms in a particular branch of the school had the same papers?—They have very nearly. That describes the bulk of the examination, but we modify that to meet particular cases.

1091. (*Mr. Thompson.*) I see there is no English verse; I suppose that is accidental?—We have set English verse in the sixth form, but it is very rare indeed.

1092. (*Mr. Vaughan.*) What I observed with regard to the work of the parallel forms generally applies also to the repetition, that the repetition in one form is totally different in its character from the repetition in a parallel form?—Yes; I think it is quite different. I do not think they have ever been kept together in their repetition.

1093. May I ask whether you do not think that to save the time that is given to classical studies is of great importance, and that for that purpose the organization of the work that is to be done in each form is of great importance: I mean the forming of it all into one system, and making it all coherent and part of one single plan?—I think it of great importance that it should be complete, but it is absolutely necessary in order that such work should be perfectly healthy, that there should be large discretion left to individual masters. A really able man will not teach so well if you tie him up too tight.

1094. Why do you teach Greek verse before you teach Greek prose?—We consider that as a general rule, Greek verse would be very much easier to teach than Greek prose. With the exception of mere single sentences, I should say it was much easier to teach Greek verse than Greek prose, as it is easier to teach Latin verse than Latin prose.

1095. Is that the principle you act on in Latin?—Yes; we teach free verse before free prose.

1096. (*Lord Lyttelton.*) What is the first Latin verse you begin with?—Penrose's Exercises. The boys get into free verse much sooner than free prose. They begin with prose when they have to translate a word of English into a word of Latin; in doing verse they come to translate a line of English into a line of Latin.

1097. I do not quite understand what you mean by free verse and free prose?—I mean where you take a line of English, and translate it into a line of Latin. In the other case you translate a word of English into a word of Latin. There is much greater freedom in the verse than in the prose, and altogether the verse must precede the prose. I find it to be so quite as a rule. I should have said, that in any public school you would have found this.

1098. (*Mr. Thompson.*) For one man who can do Greek prose, there are two or three who can do Latin prose?—I should think you would find a larger proportion than that. To write good Latin prose is a rare accomplishment for a boy, but Latin verse is a thing you can get from every boy. You can get it as good from a boy as from a man very often.

1099. (*Mr. Vaughan.*) Is it accidental that the study of English history is begun and dropped again, and the study of classical history is begun and dropped again?—It is accidental, and it was in consequence of observing that, before the Commission had sent us their tables, that we constructed that cycle. That cycle is a sort of instance of how we are perpetually meeting such things.

1100. (*Lord Lyttelton.*) The effect of the cycle will be to make your system *pro tanto* more definite?—Yes.

1101. (*Mr. Vaughan.*) I observe that there are through all the public schools nearly the same exercise books used. How do you protect yourselves from the use of keys upon the part of the boys, where you have so very few exercise books?—The great bulk of the exercises are done in the school.

1102. In the lower part of the school?—Yes, till you come to the fifth.

1103. But I observe, there is an exercise book of that description very high in the school?—Yes; they have that in the twenty. A boy in the twenty would not think of such a thing as a key.

1104. The tone of the school would prevent it?—Yes.

The witness withdrew.

The Rev. Charles Alleyne Anstey, M.A., and the Rev. Henry James Buckoll, M.A., examined.

1105. (*Lord Clarendon.*) I do not know that we have any special matters to ask you for information upon, but you have been longer acquainted with the school than anybody here, and we shall be glad of any you may like to offer us, particularly on the early periods of the school, and the changes that have since taken place; and what you think has been the practical effect of those changes. Perhaps one of the first matters to which I would ask your attention to would be as to the consultations which took place

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before Dr. Arnold's time between the Head Master and the assistant masters?—(*Mr. Anstey.*) That practice did not exist in Dr. Wooll's time. On occasions of disturbance in the school he used to call a meeting of the masters and took their opinion; but there were no periodical meetings at all.

1106. No system?—None whatever.

1107. (*Lord Lyttelton.*) A complete alteration might be made without any formal intercourse with the masters?—Yes; Dr Wooll did not usually consult the assistant masters on occasions of alteration in the school system. They met for the decision of the prizes. The votes were sent in under sealed cover, and the majority decided the prize.

1108. In any question of difficulty would not the Head Master naturally consult the assistants?—Yes, if there was any difficulty.

1109. (*Lord Clarendon.*) When he was in trouble?—Yes.

(*Mr. Buckoll.*) Dr. Wooll used to walk about on the pavement in front of the school gate in the morning a little before second lesson, so that if anybody had anything to say to him they met him there.

1110. (*Lord Lyttelton.*) I do not understand that he was unwilling to hear anything, but that there was no regular system?—There were no periodical meetings.

1111. (*Lord Clarendon to Mr. Anstey.*) In what manner did Dr. Arnold introduce it?—Very soon after he came; so far did he consider these meetings desirable that he proposed and held out for some time meetings of the masters at dinners, where we used to meet and talk over matters connected with the school, and besides that we had meetings once in every three weeks.

(*Mr. Buckoll.*) At one time under Dr. Arnold we had a meeting every morning for about a quarter of an hour before second lesson.

(*Mr. Anstey.*) This shows what the feeling on his mind was; how necessary it was to have the support of the masters, and to consult them and make a common matter of the business and discipline of the school.

1112. (*Lord Lyttelton to Mr. Anstey.*) Did Dr. Tait and Dr. Goulburn continue the same system?—Yes.

1113. (*Mr. Thompson.*) Were the meetings held once a month?—Once in every middle week as we call it. According to an old practice of the school every third week there was a half-holiday, that half-holiday was the time for our meeting.

1114. And you met regularly once a month?—Once in three weeks.

1115. It is stated once a month in the evidence?—Sometimes it was oftener, sometimes not so often.

1116. Do you think that is quite enough?—Yes, unless anything particular occurs.

(*Mr. Buckoll.*) These meetings had been dropped a good deal in Dr. Goulburn's time.

(*Mr. Anstey.*) Yes.

1117. (*Lord Clarendon to Mr. Anstey.*) Do you consider that once in three weeks is sufficient?—I should say so.

1118. At these meetings everything connected with the management of the school is brought forward?—Yes; any changes that may be thought desirable are brought before the masters, and each master is asked his opinion.

1119. And the consequence is what you consider to be a very harmonious working of the school?—Yes, and conducive to the good of the school.

Mr. Buckoll.) It is attributable in a great degree to this that we have so very harmonious a working of the school.

1120. (*Lord Clarendon to Mr. Buckoll.*) I do not know whether there is anything you could suggest as desirable, any alteration in the system; of course you have seen all that has been printed?—Yes.

1121. I believe Dr. Temple communicated with the other masters, did he not?—Yes.

1122. His letter is, in fact, a joint production?—Everything was considered at one of these meetings.

1123. Therefore having been examined at such length, he is, in fact, the spokesman of the rest?—Yes.

1124. (*Lord Devon to Mr. Anstey.*) I should like to ask, as you have been some time at the school, what is your view of the position, powers, and responsibilities of the sixth form, which is rather a distinctive feature in the school; do you attach considerable importance to it?—I do attach very great importance indeed to it; of course there are evils also connected with it. It is obvious to every one that the power may be often abused, but there is an appeal from the authority of the sixth form to the Head Master, which I think keeps it in tolerable check.

1125. Do you think that power of appeal is often used?—Not lately, but there have been instances.

1126. (*Mr. Vaughan.*) Have you often known of cases of the power of the sixth being abused?—Not often.

1127. You have known cases?—Yes; but not lately. I do not know of a single instance in the present master's time.

1128. (*Lord Clarendon.*) Has the authority of the sixth form been in force on its present footing ever since you knew the school. When you first knew the school, was it just the same?—Yes, with the modifications which the different arrangement of the forms required. Thus, in Dr. Wooll's time the fifth (there being no twenty at that time) was the only form exempt from personal fagging, now the twenty and two fifths are exempt.

1129. (*Mr. Vaughan.*) My recollection confirms that of Mr. Anstey and Mr. Buckoll, that it was as stringent when I first came to the school as I have ever heard of its being since.—(*Mr. Anstey.*) Yes; when the rebellion took place in Dr. Wooll's time, that was entirely on a point of discipline connected with the sixth form.

1130. Did not that rebellion injure the school?—I think it did materially.

(*Mr. Buckoll.*) I think in Dr. Wooll's Head Mastership, I mean from the earliest time I knew the school, the authority of the sixth form was of great advantage; it prevented bullying by the big boys in a great degree.

(*Mr. Anstey.*) The system seems to be an extremely good one, of allowing the sixth form to settle little matters without the interference of the master. I think there are many things in the school which are so entirely of a schoolboy character, that the boys themselves are better judges of the proper punishment of the offence than the masters. There are so many things that the boys can punish among themselves better than the masters, and punishments so inflicted are really felt by the boys, even more deeply than if they were inflicted by the master.

(*Mr. Buckoll.*) Even in the earlier times of the school it acted for great good. It has struck me very often since, that in some respects public schools, even then, were not so bad as they have been considered; in their bedrooms at night almost everybody said their prayers, and that practice was protected by the sixth form. The exception was with the boys who did not say their prayers.

1131. (*Mr. Vaughan.*) Do you share my impression, that as to the state of the school before the time of Dr. Wooll's leaving some misapprehension has prevailed.

(*Mr. Anstey.*) Yes. It is quite incorrect to state that the boys in his time did not say their prayers at night.

(*Mr. Buckoll.*) In the time you remember it, there was a great improvement in the school from what it had been before; stealing fowls, for instance, in former times had been a very common thing.

1132. (*Mr. Vaughan.*) Stealing fowls in my time was a thing rare and disgraceful to the offender, and the sixth-form boys found it out when it was

done?—(*Mr. Buckoll.*) In my time I think some of them would have joined in it themselves. There was a change for the better going on all that time.

1133. (*Mr. Vaughan to Mr. Anstey.*) Do you concur in the opinion that the power of the sixth-form as it exists now in the school, to the fullest extent that exists now, existed even before the time of Dr. Arnold?—Yes, I think so, certainly. There was one thing which Dr. Arnold did, he legalized the punishment by the sixth. I do not know that it had ever been actually legalized before; it had always been connived at and considered as a regular thing.

1134. (*Lord Devon.*) Do you both agree in thinking the authority of the sixth form of any importance in keeping up the intellectual character of the school?

(*Mr. Buckoll.*) Yes, in all respects.

(*Mr. Anstey.*) It requires great watching no doubt, and great intercourse between the Head Master and the sixth form, and a certain friendship and acquaintance with them.

1135. (*Mr. Vaughan.*) Do you recollect individual cases in which the sixth form abused their power in times gone by. I mean individual sixth-form boys?—I should doubt whether they did it as sixth-form boys; they did it in spite of their being sixth-form boys, and not in consequence.

1136. (*Lord Clarendon to Mr. Buckoll.*) Has there been any modification introduced into this power of the sixth form to prevent any abuse of it?—The right of appeal has been introduced. When Dr. Tait was ill for a whole half year, this matter was brought under the serious consideration of the assistant masters, to whom the management of the school was then confided. The sixth form contended that there was no appeal from their power; we had several meetings and decided that there must be; it was fully decided then; any boy may appeal to a master before any punishment is inflicted by the sixth.

1137. (*Mr. Vaughan.*) I do not think that was an understood thing when I was there. It was never dreamt of that a boy might appeal; of course, he might go afterwards and complain.

1138. (*Lord Clarendon to Mr. Anstey.*) He can now arrest a sixth-boy's hand?—Yes.

1139. And he can appeal to the sixth in full number, or to the Head Master?—Yes.

1140. He need not do both; he may do whichever he pleases?—He may do which he pleases.

1141. He may arrest the sixth-form boy's hand in the act of punishing?—Yes.

1142. (*Mr. Vaughan.*) I do not recollect any appeal to the sixth form when I was at school?

(*Mr. Anstey.*) From the body of the sixth they may appeal to the Head Master.

1143. (*Lord Clarendon.*) You have just alluded to the feeling there was about the boys saying their private prayers of an evening; is that generally the case?

(*Mr. Buckoll.*) I think so certainly.

(*Mr. Anstey.*) In my house it is the case certainly.

1144. And a boy is not laughed at?—(*Mr. Anstey.*) No, on the contrary a boy who did not say his prayers would be thought ill of by his schoolfellows.

1145. (*Lord Devon to Mr. Anstey.*) As to the division of the day, do the boys breakfast with you?—No; in the hall, all together.

1146. Do they dine in the hall?—Yes, and sup; but not with the master. The master occasionally takes dinner with them. I do not think the habit of dining with them is adopted at any of the houses.

(*Mr. Buckoll.*) Yes; in some of the houses I think it is carried on; I was not aware of it till the other day.

1147. (*Lord Clarendon to Mr. Anstey.*) Have you a boarding house?—Yes, I have.

1148. Where do they dine in your house?—In their own hall; and they have a hall expressly set apart for them. It is connected with the house, but is not one of my own rooms.

1149. Are they perfectly satisfied with their diet?—I think it is a very rare thing to hear complaints.

1150. Is there no difference made between the foundationers and the other boys?—The foundationers are not in the houses.

1151. They are sometimes?—Yes; a few.

1152. I mean in any other respect; either in the teaching or in the games?—Not the slightest is recognized by the masters, all the boys are on a perfect equality except by their own fault. Some of the town boys of humble parentage do not join with others, but it is their own doing.

(*Mr. Buckoll.*) I think we must say, in justice to the boys of humble birth, that when their conduct and habits are good and respectable they are not avoided by the rest of the boys.

1153. (*Lord Lyttelton to Mr. Anstey.*) They are marked?—I do not see how you can avoid it.

(*Mr. Buckoll.*) It depends on the boys themselves.

1154. (*Lord Devon.*) What number do you suppose of the foundationers are sons of tradesmen in the town; are there a dozen?—Yes; there have been more.

1155. (*Mr. Thompson.*) Are they boys who are intended by their parents to be brought up to professions superior to their own?—Some of them are. It is more from the habits of the boys themselves, just as in the case of non-foundationers, that they get disliked. I know there are some sons of tradesmen here who are treated as well as the other boys of the school.

1156. (*Lord Lyttelton to Mr. Anstey.*) Do you think the tradesmen are aware of that state of things; and does it operate at all to deter them from sending their boys to the school?—I think it must.

1157. (*Mr. Thompson.*) Could you say whether it would be desirable to raise on the same foundation a sort of secondary or inferior school, or is the town not large enough?—I should think the town itself would hardly support such a school if the present rules of the foundation were observed.

(*Mr. Buckoll.*) A committee of masters was appointed to consider the feasibility of this, but they found so many difficulties in the way that the project was abandoned.

1158. (*Lord Clarendon to Mr. Anstey.*) What do the masters and those who keep boarding houses see of the boys on Sunday. Do they see anything of them in the evening, or do they associate with them of a Sunday evening?—I think the extent of that is not very great; the numbers being very large, you cannot very well see in your drawing room 30 or 40 boys. Not only on a Sunday in particular, but on other days, I think it is the general practice to see boys frequently and to have an acquaintance with them, and I think it is also the practice in the houses to give a lecture to the boys on Sunday evening.

1159. On religious and sacred subjects?—Yes.

The witnesses withdrew.

The Rev. C. T. Arnold examined.

1160. (*Lord Clarendon.*) You are an assistant master at Rugby?—Yes.

1161. How long have you been there?—Since 1841; 21 years.

1162. What branch do you teach?—Classics. I also for a year had modern languages, but that was only as a matter of convenience.

1163. Had you both French and German?—Yes.

1164. What part of the school do you take?—My present form is the lower fifth.

1165. We understand that Dr. Temple's letter has been shown to all the masters, and therefore, that it is a common production of theirs, and that in the very long examination we have had of him, he has, in fact, been the mouthpiece of all the masters, and everything he has said has been in extension and illustration of

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that. We have, therefore, nothing very particular to ask you; but we wanted to know if you had any suggestions to make in any way; if you think any improvement could be introduced beyond what has been stated here in answer to our specific inquiries?—I do not see the way to any improvement by great changes. I think it is rather to be sought in details, and by having more masters. In truth we are short-handed.

1166. It is stated here, that 35 or 36 is the average number in a form?—Thirty-three, I think.

1167. Would you consider that rather more than can be undertaken without undue fatigue to the master, and with perhaps doubtful benefit to so many pupils?—No, I do not think it is at all too many; I think that in many lessons I can teach 40 or 50 quite as well as I can 30, but one is too sharply pressed; one has too little time. I do not think 30 is too many for teaching in many lessons.

1168. (*Lord Lyttelton.*) Supposing you have a class of 40, your objection to that is, that you are too much pressed for time in teaching them?—I consider that if a master has a form of 33, the whole work of that form is too great a pressure on his time. I understood Lord Clarendon to ask, whether I did not think the teaching of 30 was made less efficient by having so many as 33 in the class. You certainly cannot call the boys up so often.

1169. (*Lord Clarendon.*) It is an average of 33, therefore it is sometimes more?—Yes.

1170. (*Lord Devon.*) How much of the day is employed in the school, and how much in private tuition, ordinarily speaking, by an assistant master. In your own case, for instance?—It is rather difficult to say. Wednesday is a full school-day; three hours are employed in tuition, and the whole of the rest of the day in schol.

1171. (*Lord Lyttelton.*) That is about three hours more?—More than that; fully four hours.

1172. (*Lord Devon.*) Does that include the necessary employment in the evening in looking over exercises?—No.

1173. That comes besides?—Yes.

1174. You have worked on that account necessarily on an evening?—Yes.

1175. (*Mr. Thompson.*) What is the maximum number of hours that a master is employed?—I scarcely know. We have just altered our hours. On Wednesday a master in the upper school really was in from seven o'clock in the morning to half-past nine at night, with scarcely any interruption beyond something like an hour for breakfast, an hour for dinner, and an hour for tea. That has been altered now. On that particular day about which you asked there was a great press, and it would be an unfair day to take.

1176. On the average of the week what would you say it was?—I think it almost impossible to answer that question without consulting the tabular statement of work.

1177. It would depend on the rapidity with which a man worked?—Yes.

1178. (*Mr. Vaughan.*) How many private pupils have you?—I have 50.

1179. (*Lord Clarendon.*) That is practically the limit?—Yes. I have 52, but we are only paid for 50. If one has more it is because some brother of a pupil wishes to come.

1180. (*Lord Devon.*) Have you foundationers and non-foundationers?—Yes.

1181. With regard to the social position of the boys of these two classes in the school, are you aware whether a foundationer would be thought meanly of by a non-foundationer?—Not *as* a foundationer. Not at all.

1182. At the same time they would have some among them who from personal disqualifications, or the station of the father, would be looked down upon?—Yes; but this feeling is much more among the foundationers themselves than between them and the non-foundationers. One sees it, for instance, in choosing boys for cricket, and so on. They will avoid those boys who are not in their own station of life.

1183. (*Lord Lyttelton.*) But simply as a foundationer he would be on the same terms as the other boys?—Yes. The feeling is altered very considerably since I have known the school—during the last 20 years, from the fact of many eminent foundationers being here; eminent for ability, and in a good social position.

1184. (*Lord Clarendon.*) Your opinion, I think with respect to Rugby, and perhaps with respect to public schools generally, is that it would be better to perfect your present system than to introduce any radical changes in it?—Yes.

1185. In the letter you wrote you said you had seen a good deal of foreign tuition?—Yes.

1186. French and German?—German.

1187. And that the result of your reflections on what you had seen was greatly to prefer the English system?—Very much so.

1188. Perhaps you will be so good as to tell us what you have observed, and where?—In the first place, in German schools they have no games. I have seen schools at Frankfort and at Heidelberg, and when the present Principal of Wellington College returned from his visit to German schools, I compared notes with him, and I found it was the same with all. At the great public school at Schulpforte, I am told, they have no games.

1189. (*Mr. Thompson.*) Is that a boarding school?—Yes.

1190. (*Lord Devon.*) Where is that?—In Prussian Saxony.

1191. (*Mr. Thompson.*) I suppose the boys walk out?—Yes; and they have a professor of gymnastics.

1192. Are they taught to swim?—Yes.

1193. By a man?—Yes; they are very good swimmers.

1194. Have they no constitution, no polity in their schools?—No.

1195. (*Lord Clarendon.*) Is there no public opinion there. Is everything dependent on the master, or is the school managed at all by its own individual opinion?—I am not sure that I know enough to be able to answer that question.

1196. Have you any hesitation in saying that public school life is far more healthy and vigorous, and tending to the formation of a far more manly character, here than abroad?—I have none.

1197. (*Mr. Thompson.*) How about the things taught?—The teaching struck me as extremely abstract. There are boys in Germany who, if you examine them about the subjunctive mood and Greek particles, display an astounding amount of knowledge, but if you put them to construe a passage they do it with not half the life an English boy would.

1198. As to their composition, is it better or worse than ours?—I think it is not so good as in English schools.

1199. Not in Latin prose?—I think not.

1200. (*Lord Clarendon.*) Do they ever write Latin verse?—I never saw any.

1201. (*Mr. Thompson.*) Do they not begin Greek very much later in comparison than our boys do?—I do not know.

1202. Can you judge from the tables you have seen?—I should imagine a boy would not begin Greek till 12 or 13; I do not know.

1203. Do you think that boys in public schools in England begin Greek too soon?—I think not.

1204. Would they not get a greater hold of Latin if they began Greek a little later, and would they not learn Greek with greater effect, and have more time to acquire a thorough knowledge of French?—Perhaps they would; French ought to be begun very early; but they begin German too late, for it seems to me that the first difficulties of both Greek and German are of the same kind, that they are of the accidence.

1205. They require maturity of mind?—The declensions, conjugations, &c.?

1206. No, but the construction of the sentence in German ?—Yes, that requires maturity of mind.

1207. A boy might be taught French who could not be taught German ?—Yes; but German ought to be begun early.

1208. Why ?—From having so many inflections.

1209. Would a boy ever acquire a good French accent who began with German ?—I do not think the pronunciation of either in our English public schools is sufficient to do much to injure that of the other; that is a point which we cannot pretend to help a boy with till he can construe very fluently. He does not often go to conversation classes till within a year of his leaving.

1210. (*Lord Clarendon.*) A master must pronounce certain words to him in the way of reading, and as he hears him read, and accordingly as the master gives him a good or bad pronunciation, he starts, and as he starts he will go on ?—Doubtless the pronunciation of single words may be taught correctly here; but the pronunciation of the whole, the rhythm of the read or spoken language, can only be required thoroughly by reading or speaking with a native, or in the country itself.

1211. Is it your impression that, generally speaking, a boy will have very little chance of speaking French well who has not learnt it before he comes to Rugby ?—Those boys who have learnt it in the nursery have a very great advantage.

1212. (*Lord Lyttelton.*) Do you know of your own experience of boys who began to learn French here, and who could pronounce it well before they had left ?—No; but I have known boys, who, having learnt French and German entirely at Rugby, were able, after a residence of a few weeks in those countries, to read and speak fluently.

1213. With regard to these conversation classes, how are they attended ?—Mr. Vecqueray will tell you more about that; he has had great difficulty with them, I know.

1214. (*Lord Clarendon.*) The modern language department was introduced by Dr. Arnold, was it not ?—Yes.

1215. French was taught here before his time, but I suppose it was made in a manner compulsory by him ?—Yes.

1216. As part of the form work ?—Yes.

1217. (*Lord Devon.*) Are you satisfied with the way in which modern languages and modern literature are cultivated now in connexion with this school ?—I think so.

1218. Would you suggest any improvement ?—No.

1219. (*Lord Clarendon.*) In the German schools you found considerable attention paid to foreign languages, particularly English and French, did you not ?—Yes.

1220. That is quite a part of their curriculum ?—Yes.

1221. (*Lord Devon.*) Do you think they pronounce English better than our boys pronounce French or German ?—That is very difficult to judge of. I do not think they do, because the peculiar difficulty of the English language is in the pronunciation, I mean the irregularity of it. I have heard "youth" pronounced "yowth;" I said, that is not correct; the answer was, "Dear me, you say 'cloud.'"

1222. Is the relation of the private tutor one of a confidential character generally ?—Quite.

1223. So that if a boy got into a scrape he would consult you ?—Yes.

1224. (*Lord Clarendon.*) It is more so if he is also his boarding master ?—Yes, of course. There is not 10 minutes in the day when he is in, that one or other of the pupils is not running up for something or other.

1225. And the boarding master has the general charge of him ?—Yes.

1226. Does it often happen that a boy's private tutor is not the same as the master of the house ?—In three cases; in the school-house, Dr. Temple is not tutor to any one; one mathematical master has a boarding house, and one modern-language master. In fact there are three such houses, containing about 170 boys.

1227. Neither of those masters are tutors to the boys ?—Only to those in the lower school.

1228. I do not know why they should not be ?—Because they are not teachers in classics.

I may say as to the two last questions I most cordially agree with Dr. Temple.

The witness withdrew.

The Rev. CHARLES EVANS, M.A., examined.

1229. (*Lord Clarendon.*) I will take first the paragraph in which you say, "It must be remembered, "however, that a large number of boys leave Rugby "every year from lower forms, and to most of them I "think our system does but scant justice. I am not "speaking of the idle or the dull, but of a very large "class of boys of good natural abilities and industry "who yet do not reach high positions in the school. "At about 16 years of age their type of mind appears "to reach the length of its classical tether, and how-"ever much worked after that time it takes no polish. "Such boys are constantly passed in the race for "promotion by younger and more apt competitors, "and leave school at 17 or 18 years of age, very im-"perfectly educated, with little Latin and less Greek, "with stagnant and ill-informed minds, if not a "great disrelish for study and application of all "kinds." Surely this applies to the great majority of boys, does it not ?—To one half at least.

1230. You say, "They have never reached the point "at which the study of classics begins to acquire its "greatest value as an engine of mental discipline, and "apart from the moral and social advantages and the "unconscious self-education of a large school, their "last two or three years at Rugby are, I think, "almost unprofitable." Is that the result of your experience ?—Yes.

1231. That the last year or two here is not profitable to at least one half of the boys ?—Not otherwise than socially and morally.

1232. I mean educationally ?—Yes, intellectually unprofitable.

1233. You say, "It is quite true that in many "instances such boys grow into eminent men, and we "are tempted to confound *post hoc* with *propter hoc*, "forgetting how much may be due to natural force "of character and abilities developed in spite of, "rather than in consequence of, their early intellectual "training." I must say that is not a satisfactory result, but that it is the embodiment of the general opinion now with respect to schools, and has created a great desire for inquiry to know whether something better could not be devised for making, as you say, these last two years intellectually more serviceable to the boys; you think that this could be done by what we call bifurcation ?—Yes, I think it absolutely necessary to have distinct departments.

1234. You have considered that the change would be very great and important in its application to an established school with its tradition like Rugby ?—Yes, very great.

1235. In the latter part of your answer you say, that in new schools this would be more practicable than in old ones; but even at Rugby you do not consider the difficulties insurmountable, and think the experiment well worth a trial. In what way would you carry out that experiment, and what results should you anticipate from it ?—I think I should begin in the upper part of the school. I should begin with the formation of a Woolwich class, into which,

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class no boy should be admitted who had not reached at least the fifth form. The fact of a boy having reached the fifth form presumes a liberal acquaintance with classics. I should be prepared to draft off such boys, and boys from the sixth and twenty into a Woolwich class.

1236. Why should you call it a Woolwich class?—I think there is such a demand at the present moment for Woolwich appointments, that we should at once get a large body of promising boys from the three upper forms if we could hold out to them the prospect of their obtaining valuable appointments at Woolwich. But I should not in any way restrict the system of education in this new department to the requirements of Woolwich.

1237. Then you would include under this new system the sixth form?—I would allow boys to be drafted from the sixth form into it.

1238. It would be done at their parents' desire; you would not make it compulsory; it would be entirely voluntary on the part of the boy with the consent of his parents?—Yes.

1239. You would not tell a boy, "You are doing "no good here, you must go into the Woolwich "class"?—We never could put such a pressure as that on a boy in spite of his parents. We could recommend it to the parents; in reality, the decision would rest with us, as in most cases the parents would act upon our advice, but I should not recommend forcing a boy.

1240. Would you desire a boy to leave the school whose parents declined to let him go into the new class?—No.

1241. It would be entirely voluntary?—Yes; I may be allowed to explain why I should begin at the top of the school. I think the great danger in trying such an experiment here would be that this second department would not in the face of the classical prestige obtain a status equal to that of the classical department, so that if such a thing be started here, I think it will be well to begin with the higher class of boys, so as to show the rest of the school at the outset that it is not an inferior department to which they are invited to come.

1242. (*Mr. Vaughan.*) Do you mean a higher form in the school?—I think if the new department were filled at once with boys from the middle or lower school, boys of advanced attainments or great ability would not be willing to go into it, because they would find their social status inferior.

1243. In what way do you think it would act on their social status?—A boy never reaps the full advantage of a public school, at least not at Rugby, until he has reached a high form. He does not mix with the *élite* until he has reached the fifth form.

1244. (*Lord Lyttelton.*) You think the difficulty would be in giving the system a fair start?—Yes, that is a great difficulty.

1245. (*Mr. Thompson.*) Would you continue to the boys drafted off into this subsidiary school the same privileges as the members of the sixth form now possess?—Yes.

1246. (*Lord Clarendon.*) How could a boy still remain in the sixth form, and have all the privileges and status of the sixth form, and yet go into the subsidiary school?—Subsidiary, but not subordinate. The sixth form in the new school must rank exactly on a level with the classical sixth form, or else we should be defeated.

1247. (*Lord Lyttelton.*) You have stated it with very great force in this last sentence: "Even if this," that is, perfect equality, "were secured, the unity of the "school, the strong bond of common tastes and inte- "rests and feelings, so valuable an element in our "present system would be endangered, to say nothing "of the increased difficulty of finding head masters "equal at once to the teaching and general super- "vision of such a double school." You have given full consideration to that?—Yes; but those remarks apply to Rugby in particular; here the welfare of the school depends to much on unity of action.

1248. (*Mr. Vaughan.*) Do you propose this plan for the purpose of assisting the career of boys hereafter, or for the purpose of giving them a good education, or both together?—I think you will find at the end of my answer to question 43, that I have alluded to that. I advocate it not on the narrow ground of special professional training, but in the abstract, as a valuable liberal education.

(*Lord Clarendon.*) You say, "Having acquired "a solid groundwork in Latin and Greek, they "might then be permitted to drop a certain "portion of their classical work (say, versification "and Greek) and devote the time thus gained to ma- "thematics principally, to physical science, history, "and modern language, care being of course taken to "guard against superficial smattering."—That meets exactly what I think are the requirements of the age, and what parents now desire, but know not how to achieve.

1249. (*Mr. Vaughan.*) I understand that you think that a valuable mental education would be afforded by the prosecution of the study of mathematics or physical science?—Combined with a groundwork of classics.

1250. (*Lord Lyttelton.*) Have you gone at all into detail in your own mind with regard to the quantum of Greek and Latin which you would still retain?—Yes.

1251. Can you state at all distinctly how far you would retain classics?—I think, if I had to work it myself for a continuance, I should be satisfied with their keeping up sufficient Latin to ensure a gentlemanlike and familiar acquaintance with a few good Latin authors, say, Horace and Virgil, or Horace and parts of Cicero, committing a great portion of them to memory.

1252. Not as composition?—No.

1253. (*Mr. Vaughan.*) Is it upon scholastic grounds, with reference to the status of the boy in the school, that you would propose to commence that sort of study so late in his career, and for that reason only. You mention, that unless a boy attain to a certain position in the school, "his social status is inferior," and for that reason it was that you recommended the commencement of these studies at that time. Is that your only reason for recommending it at that time?—I made those remarks in reference to the mode of starting such a scheme at Rugby; but beginning *de novo* I should not begin so late as that.

1254. Beginning *de novo* what course would you pursue then?—I should give the same education to all boys up to the average age, I think, of 15.

1255. Would that education which you propose to give up to the age of 15 be entirely classical, or would it contain in it the studies you have mentioned?—It would contain just the *instrumenta cognitionis* which all must have, the elements of mathematics; but the main part of the education would be classics.

1256. Do you think that at the tender years at which you now propose that they should study Latin only, the boy's mind is not fitted for the prosecution of the study of physical science?—I do. I think it is not fit.

1257. (*Lord Lyttelton.*) Not only at the time the separation takes place, but previously, would you diminish the amount of time now given to mathematics, physical science, and so on, and would make it more classical?—I should make the education up to 14 almost identical with the education a boy now gets up to that age, the staple being classics, mathematics, and French.

1258. (*Mr. Vaughan.*) If you look at the returns I think you will see that a boy gets no education in physical science up to 14?—Not often; unless he happens to be a very precocious boy, who is high in the school. It is then competent for him to get such an education.

1259. Have you had an opportunity of forming an opinion as to the powers of the boys at an early period to learn physical science?—I was at a school myself

where mathematics were pressed on the boys at a very early age, but not physical science.

1260. I ask specially as to physical science, conceiving that to be very distinct from mathematics in the requirements which they make on the mind of the learner?—I should say the sciences of observation, such as botany, and a great part of chemistry, are quite open to the comprehension of boys at the average age of 13 or 14.

1261. (*Lord Lyttelton.*) When you say the average age, I understand you to mean that in some cases a separation might take place earlier and sometimes later?—Yes.

1262. According to circumstances?—Yes.

1263. But probably you would not think of it earlier than 14?—No, never.

1264. (*Lord Clarendon.*) Do you not think that in the case of a boy whom you would recommend to go into the subsidiary school and no longer to continue in the sixth form, there would be a sense of inferiority and a sense of shame, that he would consider himself rather degraded?—Not if well started, and the difficulty will be in that.

1265. (*Lord Lyttleton.*) You propose to drop Greek altogether?—I should be willing to drop Greek; but if it were desirable for particular reasons for a boy to continue Greek he should have the opportunity.

1266. (*Mr. Thompson.*) Suppose a boy intended to go to the University of Cambridge, and he is conscious that he has no turn for classics, and has a decided turn for mathematics, you would put such a boy as that in the new department?—If I had to construct it myself I should try to make the new department so good that it would be worth while for a boy of that sort to go into it. The amount of classics he would get would be enough to qualify him for passing the "Little go."

1267. Do you not think, if it were so constructed, that it would admit boys who were intended for the University and for active competition at the University; that in that case it would be looked upon as of inferior importance?—I think not; all would depend on the way in which it was started.

1268. Even as a mere training school for active competition at Woolwich, and the like, you do not think it would entail a loss of caste?—No; I think not.

1269. (*Lord Devon.*) Do you attach high importance to the sixth form in connexion with this school?—Yes; very great.

1270. So that any change in the system which would at all impair the working of that portion of the system would be prejudicial?—I think it would be fatal.

1271. (*Mr. Thompson.*) You could not bring the sixth form into such close relation with the Head Master in the new department?—I think the present Head Master might do it. I think many men could do it. In many lessons they might be combined so as to bring them into contact with the Head Master.

1272. (*Lord Clarendon.*) I do not know whether you have talked of it to any of the higher boys; are you aware what the opinion would be in the school about such a change?—I do not. I fully admit that there are many difficulties in the way; but I think, under a wise Head Master, they might be overcome.

1273. (*Mr. Vaughan.*) With regard to those boys in whom you have observed that the two last years of their school life have been intellectually unprofitable, do you observe that that failure begins to take place at a particular part of their career, or that throughout the whole of their career there has been an inaptitude to those things?—The moment they are called upon to comprehend the finer parts of scholarship they slacken. They get through a certain mechanical part of their work exceedingly well, and they are often very accurate and very painstaking boys, but without taste or any aptitude for the nicer points of scholarship.

1274. You think, as long as they are carried through the grammar and the earlier parts of the teaching of the language they advance as other boys do?—Yes, I do; and I think they are boys who, if carried through large portions of Homer, would have a very great relish for the beauty of the writing.

1275. (*Lord Lyttelton.*) You mean they receive great benefit from what they have done in classics up to a certain age?—Yes, great benefit in the logical training, which the study of grammar gives; but they never read a sufficient amount of classics to make any impression. The moment a boy reaches the upper school a good deal of scholarship comes into play, and unless he is a sharp boy, with a certain aptitude, he will not get on.

1276. (*Mr. Vaughan.*) It seems to me to go a little further, because I understood you to say that you think this is the case with one-half of the boys in the school. So far as I understand your reasons for it, the same reasons would have led me to expect that it would be the case not with one-half, but with the general mass of the school; and that it would be only those who had a great aptitude for classics who would be exception?—When I said one-half, I meant one-half of those who left the school above a certain age.

1277. I thought you meant one-half of the boys. I should have anticipated that you would rather have divided the boys into two kinds; boys that really had had their minds adapted to the finer parts of scholarship who ought to be carried on to those finer parts, and who, of course, would be few, and the other boys, who would be the great mass of the school, who were not capable of that; and so your reasoning and your remedy would apply rather to the main than to anything like an equal part?—I think at this moment it would apply to 200 boys in the school. I think I could pick out 200 who would be better for the new department.

1278. (*Lord Devon.*) What branches of instruction would you include in this second department?—A very few, so as to avoid a smattering. Mathematics, modern languages,—

1279. (*Mr. Vaughan.*) You would include history?—Certainly.

1280. Would it apply to the teaching of natural science as well as mathematics?—There would always be one subject in natural science which I should aim at teaching fully.

1281. I infer from what you say that you consider that physical science commenced at that period of life would carry on the discipline of the mind effectually?—Yes, combined with mathematics.

1282. Do you think that would be essentially necessary?—I think it would be much better, and would tend very much to clearness and precision. I do not propose in any case to drop Latin.

1283. (*Mr. Thompson.*) Would you hear them do their Latin lessons with the other boys?—Yes.

1284. (*Mr. Vaughan.*) You propose to drop Greek, but has it ever struck you that there is another alternative possible, viz., to drop some subject of history?—I do not think you would gain sufficient time.

1285. Take the three branches of history stated here—Jewish history, Roman history, and English history. Suppose a boy to continue his Greek education, would it be impossible, do you suppose, for him to continue his study of the language and to cut off his study of history, and to adopt that of natural science?—Possibly; but all those three subjects do not occupy one-sixth of the time given to Greek.

1286. Does it not strike you that there is gathered round what is called a classical education so much beyond what used to be considered a classical education, which was the mere instruction in the language, that the impediment to additional studies consists not entirely in the study of the classical languages, but in those auxiliary subjects, for instance, history and geography?—I am not sure that I see the meaning of your question.

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1287. Many years ago classical education was supposed to consist of Greek and Latin, the languages alone; but now there has been a good deal of historical and geographical knowledge that has been added to to that?—Yes.

1288. I wish to ask you whether a part of the impediment to the study of physical science and mathematics is not owing to the amount of time given to those auxiliary subjects that have gradually gathered round?—I think not.

1289. (*Lord Lyttelton.*) I rather inferred from what you said just now that you would think any amount of separation between the boys to be in itself bad, therefore your object would be, whenever you could do so, to continue the boys in the same exercises and working together?—Yes.

1290. (*Lord Devon.*) Without an absolute division into departments, would it not be possible to devote a larger portion of time at Rugby to mathematics and physical science than at present is given without any such interference with the system as would result from the opposite course?—No; we have already widened our curriculum as far as possible. I think if a boy were to attend to anything more we should lose the high finish of our classics.

1291. (*Mr. Vaughan.*) Could you not as to some boys keep the advantage of the classical languages by separating them from the auxiliary subjects to which I alluded?—I think not. I think in geography and history very much is said in a lesson by way of illustration which is part and parcel of the lesson, and if you strike it out, you must get a different class of teacher.

1292. But the special teaching of the existing Rugby cycle of history and geography of several nations might become optional?—I think you will find that the time given to those subjects is one twelfth of the time given to Latin and Greek, so that the gain would be very small. There is only one lesson in ancient history a week.

1293. And in English history?—They are not taught simultaneously.

1294. Are there then only two historical lessons a week?—Only one purely historical.

1295. Is not that one of the subjects which boys learn by themselves?—They have to prepare 150 pages of history, which a sharp boy would do in a few days. Perhaps I may be allowed to say that I consider that this second department would after all give a kind of education inferior to that given at present. I believe that a purely mathematical education will not train the mind in the same way as a classical education thoroughly carried out.

1296. (*Lord Clarendon.*) But you say you do not succeed in thoroughly carrying it out?—Not in many cases; but where successful, the classical system is really the higher education.

1297. If a boy can take it in, and really avail himself of it?—Yes.

1298. But those boys, you say, are few?—The type of mind which cannot take in classics is very numerous.

1299. (*Mr. Thompson.*) But under any system, I suppose, there would be boys who would not do much good?—That is true.

1300. Do you think you would get 20 per cent. more of active industry by the arrangement you propose?—More than that considerably. I should rather say profitable than active industry; many of those boys are industrious, but they do not get on.

1301. As to diminishing idleness, what appreciable effect would it have? It would not be a refuge for the idle would it?—Certainly not, if the standard is pitched high enough.

1302. (*Lord Lyttelton.*) Does there appear to you to be any analogy between this system and the Cambridge system?—I have not thought of it.

1303. I believe the Cambridge system fully admits the principle of bifurcation as something less than one-half of the undergraduates' time is spent before passing the "little go," and he may after that choose for himself the honours he is to pursue?—Yes.

1304. That would be a much stronger case of bifurcation than you propose?—Yes.

1305. But yours would fully adopt the principle?—Yes; I may be allowed to say that with plenty of convenience and with a master mind in the school it might be done.

1306. (*Mr. Vaughan.*) What would you do with the exhibitions in that case?—I have not thought of it.

1307. Do you not think a step would be necessary?—Practically you would find that intending exhibitioners would stay in the classical department, until at least these new subjects command more scholarships and fellowships at the Universities.

1308. In order to give effect to your system would it not be all the more desirable on that account to make changes in the destinations of the exhibitions?—I think not. As it is I find boys willing to enter such a department as affording a better training for practical life at an early age.

1309. (*Lord Clarendon.*) How many years have you been assistant master here?—I shall have been here 14 years at Midsummer.

The witness withdrew.

The Rev. R. B. MAYOR and J. M. WILSON, Esq., examined.

Rev. R. B. Mayor. J. M. Wilson, Esq.

1310. (*Lord Clarendon to Mr. Mayor.*) I believe you are a mathematical master at Rugby?—I am.

1311. How long have you been so?—Since 1845; 17 years.

1312. What part of the school do you take?—The school is divided into five divisions, and I take part in four.

1313. Which four?—In all but the lower school, which forms the fifth and last division in mathematics.

1314. In what way do you take those, how often do they come to you?—It varies in the different divisions; the sixth come twice a week to me, and once to Dr. Temple.

1315. What branches of mathematics do they take?—That varies according to the set they are in. The first set does the highest work.

1316. Do you think that sufficient time is devoted to it?—Considering the number of subjects we teach and the time we have, I do not think that the boys in general could give a larger proportion to mathematics.

1317. (*Lord Lyttelton.*) It is about 3 hours a week?—That is the average. The middle school has more; 3½ hours.

1318. (*Mr. Vaughan.*) It is four I think in one case?—Yes; but that set merely does half an hour's work more in school, instead of an hour's work out of school.

1319. (*Lord Lyttelton to Mr. Wilson.*) You are mathematical master as well as teacher of physical science?—Yes.

1320. (*Lord Clarendon.*) In what year did you take your degree?—1859.

1321. (*Lord Lyttelton.*) Do some of the boys become well acquainted with the elements of mathematics?—Yes.

1322. (*Mr. Thompson.*) They do not get to its application at all?—Not in a difficult subject.

1323. Do they reach the elementary hydrostatics?—Yes.

1324. In astronomy at all?—Popular astronomy.

1325. (*To Mr. Mayor.*) What is the highest mathematical degree taken by a Rugby man?—In my time we have had a fourth wrangler.

(*Mr. Wilson.*) There was a fourth wrangler at Rugby three years ago.

1326. (*Lord Lyttelton to Mr. Mayor.*) I suppose the capacities of boys vary very much in mathematics?—Yes.

1327. (*Mr. Thompson.*) What is the propor-

tion of your pupils who are capable of being made to understand the differential calculus?—It varies very much at different times. At present the proportion is very small; I have had three or four times as many as I have this half. In the sixth just now there are only two fit for it.

1328. Do you think as a general rule that boys with good ability for classics, have also good abilities for mathematics?—As a general rule those strongest in classics are strongest in mathematics; almost always.

1329. Is there any difference between pure and mixed mathematics?—We do very little in mixed mathematics, but boys who do well in the one can generally do well in the other.

1330. Do you think there is any preference for pure mathematics in the classical mind?—I have noticed that a few boys, who were rather elegant composers than sound scholars, have been very incapable in mathematics; but the boy who sees through hard constructions will generally do well in mathematics.

1331. (*Mr. Vaughan.*) Have you formed any opinion with regard to Rugby boys, whether those who are high in classical attainments, succeed best in a mathematical or modern language school?—As a rule the strong men drop mathematics, and go on to classics. I have never noticed modern languages. I have never attended to the school lists at all.

1332. Have you observed to which of those two schools, the modern language and the mathematical school, the classical man takes most kindly?—No, I never saw the list.

1333. (*Lord Lyttelton.*) When a boy comes to the lower part of the school, he begins I believe with the writing master?—In the Lower school he is altogether in the hands of the writing master.

1334. As soon as he passes out of the Lower school, does he necessarily come into the hands of the mathematical master?—For two hours a week at least.

1335. He does not at once begin with so much as three hours a week?—When he once gets out of the lower school into the lower middle school, he has then four lessons. He comes twice a week to the mathematical masters, and twice a week to the writing masters.

1336. (*Mr. Thompson.*) Is any part of arithmetic taught by the mathematical masters?—Yes; we are responsible for the entire teaching of the upper school.

1337. (*Lord Lyttelton.*) Is there any man under you?—No. The writing master teaches the Lower school; he has that entirely to himself. The next mathematical division includes three classical forms, which are divided into five sets; he has nothing to do with the first set; the four others go to him twice a week.

1338. Those above come entirely to you?—Yes, except the two lower sets in the upper middle.

1339. Do you teach arithmetic as well?—Yes, the principles of arithmetic.

1340. In any but the lowest division?—Yes, all through the school. In the higher sets chiefly by every now and then giving examination papers in arithmetic.

1341. (*Mr. Thompson.*) Are you satisfied with the arithmetic of the Lower school?—(*Mr. Mayor.*) Certainly not. To do well, boys under 14 ought to give an hour a day to arithmetic, but we have not got the time.

1342. (*Lord Lyttelton.*) Do they come badly prepared to the school generally?—Generally.

1343. (*Lord Clarendon.*) What is about the average amount of mathematics that a boy goes away with from here?—An average boy who leaves at 18 will have gone through the whole of arithmetic, algebra to the end of the progressions, and the first four books of Euclid.

1344. (*Lord Lyttelton.*) You mean without extra private tuition?—Yes.

1345. They have the opportunity of extra private tuition in mathematics?—Yes.

1346. Do you know for how many hours a day a boy fond of mathematics would get private tuition?—He is actually with the private tutor three hours a week, and gives what time he can to preparation before he comes.

1347. (*Lord Clarendon.*) Is he with him three hours a week on mathematics?—That is besides the form work.

1348. (*Lord Lyttelton.*) Conic sections are not done in any set?—No, not by all the boys in any set. With three hours a week boys could not get so high, and keep up a knowledge of the lower subjects.

1349. (*Mr. Thompson.*) Do you find that the boys who go to Oxford take double as well as single honours?—Latterly they have not; it takes a strong boy in both to do it, and they have not courage to attempt it.

1350. (*Lord Clarendon.*) I do not know whether either of you gentlemen has anything to suggest?—No. Dr. Temple is very anxious to encourage mathematics, and is always willing to listen to any suggestions we have to make.

1351. Have you considered the system of boys in the upper parts of the school being put into a separate sort of school?—I think it is quite possible.

1352. Would you think that, in an old established school like Rugby, there was any insurmountable obstacle?—No, I do not think so. There would be difficulties of course. There would be this danger; in the first place, that idle and incapable boys would wish to enter this modern school to get off Latin composition and Greek.

1353. (*Mr. Vaughan.*) Could that be counteracted?—I should make a rigid rule that the boys in that division who would not work should leave.

1354. (*Lord Clarendon.*) Would you begin it with the highest and most eminent boys in the school?—Yes, if they showed a decided turn for mathematics, or if for some other reasons classics were of less importance to them than mathematics or modern languages.

1355. (*Lord Lyttelton to Mr. Wilson.*) Do you think so too?—I have considered the question a great deal, from seeing so very many boys here on whom a classical education produces but a very small effect, and I have observed it very much. It is a matter of opinion, of course, what amount they have gained; I think if a modern school were established here, there is so great a pressure for the army, that we should probably have nearly half in the modern school in a couple of years.

(*Mr. Mayor.*) A very large number wish to go in.

(*Mr. Wilson.*) At this moment I have 26 pupils; ten are for Woolwich, and they all will be obliged to leave Rugby, because they cannot get into Woolwich from here. If there was a second school, they could remain here.

1356. If you had a modern school, Latin being kept up, do you think boys leaving here could compete with those who, going to Woolwich some months before, have a special cramming tutor?—If there were, as they have at Marlborough, a special school given for cramming, then I think it might be done.

(*Mr. Mayor.*) The standard now required for Woolwich is altogether beyond boys of 18.

Mr. Mayor withdrew.

J. M. Wilson, Esq.

1357. (*Mr. Vaughan to Mr. Wilson.*) How long have you been the teacher of physical science at Rugby?—Since I came here, three years ago.

1358. That was soon after taking your degree?—Half a year after taking my degree.

1359. Did you come here as teacher in mathematics or in physical science?—I was appointed, in February, to come here in August. I had studied no physical science experimentally, but Dr. Temple said he supposed I could get it up sufficiently for

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the purpose; he wished me, therefore, to employ my intervening time in learning it.

1360. Then, in fact, being a mathematician, you, for the purpose of teaching it at Rugby, grafted physical science on to mathematics?—Just so.

1361. That is three years ago?—Yes.

1362. During your stay, have you devoted more time in the week to mathematical science than to physical science?—More school hours, certainly, but with private pupils at one time less, when I had many pupils in the laboratory.

1363. I do not understand, from your written evidence, whether you spend the time with them in the laboratory?—I stay in my school about four hours a day, three days in the week working with mathematical pupils; during some portion of that time the laboratory pupils are in the laboratory, which opens into my school. They are at work at the analyses which I give them; I am not with them always, but if they have any difficulty, they can ask me questions.

1364. What is the reason of that rule, that no boy in the lower school is admitted to the natural philosophy class?—I made that rule myself, simply that it should be optional for me to refuse boys, unless they are foundationers, if I find they are not well qualified for it. I break that rule whenever I see cause; for instance, a clever lad came to me last year from the lower school, but he is now in the middle school; he was only kept back by an ignorance of Greek.

1365. You are bound to admit foundationers?—I cannot refuse them; but the Head Master can.

1366. If the Head Master chooses to receive them, you must?—Yes.

1367. Do you know what is the reason that in the lower part of the middle school, which is the lowest part in which there are any natural science pupils, there are so extremely few pupils compared to the upper school?—Partly from the age at which boys generally develop a taste for natural science, which I take it, comes not before 14 or 15; they then want to know something of it. Another and less dignified reason is, perhaps, that they are not sufficiently up in German, and would then be bound to become private pupils of the modern language master, in order to qualify themselves in German. Some who are so situated say they would prefer chemistry, and, therefore, I suppose I get one or two every half-year on those grounds.

1368. I observe the same proportion goes on increasing; does that explain the greater proportion of the sixth form?—No; it continually happens that the more promising and able boys who are strong in modern languages come into the natural science class towards the twenty and sixth form.

1369. Preferring it to modern languages?—Yes; they find that the one hour a week they give to French and German is sufficient for them, and they wish to know something of physical science.

1370. Do you think the variety of mental occupation which it gives is any reason?—The boys have more active minds who wish to do it, and they wish to have some scientific knowledge.

1371. Is it your opinion that the desire you speak of as arising at about the age of 15 or 16 is a desire which seizes on the more powerful minds, or the less powerful minds?—In both; and the weaker boys are continually coming, and they say they have a taste for natural science; that is for explosions, and such things. They are the most hopeless cases I have to deal with. It is a sort of curiosity which lasts a week. It is the stronger ones, who come and say they know nothing about it, that study science to any purpose.

1372. Are your boys of higher ability do you think than the average ability of the school?—Yes.

1373. Are they of the highest ability?—Yes, some are. Those whom I consider the strongest in the school are not necessarily the strongest in classics, though there are both in the sixth form.

1374. I think the sixth form has only one set of physical science students in it?—That is all.

1375. Is it not a consequence of having only one set in it that there are some boys who have been in that set for two or three years?—Yes.

1376. And that, therefore, they are in the same set with boys who have just commenced?—Yes.

1377. How do you find it possible to give lectures which shall adapt themselves to both?—I am lecturing now on chemistry for the second time. Those who really mastered the previous course of lectures I draft off into the laboratory, and they are doing practical chemistry there while I am lecturing to the others, so that I am not incommoded with the presence of two or three boys who would know everything I have to say in such an elementary course.

1378. In fact, your general lectures are addressed rather to the beginners?—Yes.

1379. Do those laboratory pupils pay for the laboratory?—No.

1380. That is your mode of meeting the difficulty?—That is my own private mode of meeting the difficulty.

1381. What is the cause of your having only one set with that variety of attainment in the class?—Because every hour in the week is occupied, and you could not possibly find me another hour to take them in.

1382. Your own time is very much occupied?—I think it will appear from the tables that I have no unoccupied time, except on Wednesday morning.

1383. I believe you are engaged so many hours at mathematics that you would not be able to do it?—It would be quite impossible, unless I cut off mathematical work.

1384. The fact is, that having the two branches to conduct, it is impossible to devote sufficient time to it?—Yes. At the same time I do not think it a very serious disadvantage. I think the boys learn very much from one another's answers and the remarks they lead to; and almost as much from those below, as from those above them in knowledge.

1385. How long have the prizes been established in natural science?—There was a valuable one of 10*l.*, which was established before I came; but which has since been discontinued. I have established privately a prize for practical chemistry every year, with which is combined some branch of natural science.

1386. How long has that been established?—One year. The laboratory has only been established this year. Besides that, I give prizes to those who obtain 75 per cent. in their marks in my periodical examinations on the lectures.

1387. Do you find any difficulty in assigning those prizes?—The analytical prizes will generally be very easily given, to the best analyst in the laboratory.

1388. With the other prizes do you find it difficult to ascertain a gradation in the merit at all. Do you find a greater difficulty in ascertaining the gradations of merit in this subject than in others?—No.

1389. Are the prizes in these subjects obtained in part by the general ability of the boy, *i.e.*, his analytical power of mind, and not by mere feats of memory?—By both.

1390. Do you find a greater difficulty in this subject than in any other in ascertaining the degree of intellectual power?—I should be very reluctant to give a prize of great value by paper examination alone, it should be combined in all cases with practical chemistry; the 75 per cent. prizes are simply prizes to encourage work.

1391. I believe there are fellowships and scholarships in the University devoted to physical science?—Yes.

1392. Do you know where there are any?—There are some at Christ Church at Oxford, some at Magdalene, and possibly some at Caius at Cambridge.

1393. Are there enough to make it an object of encouragement to men to study the subject at school?—In a general way, certainly not; at the same time I

have now a laboratory pupil who is specially preparing for Christ Church. I think in that respect that schools are in advance of the universities.

1394. (*Lord Lyttelton.*) Is that boy the sort of boy who must depend on his own exertions in life?—He is the son of a well known London physician, with a very strong natural bent for physical science.

1395. (*Mr. Thompson.*) Would you recommend a pupil of yours with a talent for this kind of science to combine a rigorous mathematical education with it. Is the combination of faculties in the one the same or nearly the same as that which leads to excellence in the other?—I think that natural science follows mathematics; in the case of an able pupil I should strongly recommend it.

1396. There are very few capable of mathematics who would be incapable of the higher branches of chemical science?—I have had no experience in teaching the higher branches, so I cannot say.

1397. Has Rugby got many who are studying in the university laboratory at Oxford?—There are two certainly; I think more.

1398. Have you heard of any at Cambridge?—I have not. I do not know where they could study it.

1399. (*Mr. Vaughan.*) Do you think that arrangements might be made in the school, for instance, by devoting the whole time of the natural philosophy teacher to natural philosophy instead of dividing it between that and mathematics, and other arrangements made by which the study might be encouraged to a greater degree than it is now?—Of course it might be done. If there was a man who gave up all his time to teaching those things; I think there would be more demand for it then than now. There is no very great demand for it at present, because the University does not take interest enough in it. If they would give a scholarship at Trinity or St. John's for chemistry they would get students for it. It is a question of demand and supply.

1400. If there were an odd exhibition given now and then for it?—If it were only now and then, I do not think it would have much effect.

1401. Supposing there was an exhibition given at stated times, say, every year, or an exhibition given periodically, and there were also scholarships in the University: would not that have the effect of very much increasing the study of it here?—I think it would do so, but not to a very great extent. I do not think an exhibition here would seriously affect it. I do not think it would be desirable.

1402. That would be another question; but whether it would have that effect, I asked?—It certainly would.

1403. Is the study as it is prosecuted here prosecuted to the degree to which you desire to see it prosecuted?—Not in the manner in which I should wish to see it prosecuted on the whole. I do not think it can be combined to a much greater extent than at present, with a classical education. If they are all to study classics, I do not think that they can do much more in natural science.

1404. You think if the present system is to be kept up it would not be desirable to have it increased?—I think classics would probably suffer if I took them three times a week instead of twice.

1405. Is there any arrangement which you could suggest which would be desirable?—I have much doubt in speaking, for I have had so little experience. But I think the alternative between modern languages and physical science is ridiculous. Those boys who wish for a modern education wish to do both, but they cannot do both.

1406. (*Lord Lyttelton.*) They are allowed to do both?—There are four who do it. They must be in the lower sets of modern languages, because the higher sets in the upper school come in at the same time.

1407. (*Mr. Vaughan.*) They are practically incompatible?—Yes; and it is advocated by the Head Master and other masters that boys should not do both.

1408. What would you suggest?—It would be that classics should be left as free and open as possible. There are some boys who gain nothing whatever from classics, and when they have reached the fifth form they might very well drop some part of their classical work; other boys might drop modern languages; but it should be left very free if natural science is to be much studied.

1409. Do you think it would be most advisable to state that which they should drop, or, for the purpose of assisting physical science, that you should give them an option of that which they should drop?—Giving them the option, subject to their tutor. It should not be left to their decision alone. I think it is an open question whether this would be a real gain.

1410. I meant optional, as everything optional is optional at the school?—There is another method of teaching natural science. There might be periodical lectures, say once in three weeks, to all the upper part of the school; popular and good experimental lectures every three weeks; and the natural science class (in which chemistry was taught) should be purely voluntary, not an alternative at all. There would be some difficulty, at the same time, as to obtaining masters here to teach natural science, because they generally reckon on young and inexperienced men undertaking it. When there was a change, the lectureship would have to be supplied from a distance.

1411. That would involve the question of what might serve as an attraction to the teacher?—Yes, I think it would serve probably to increase the class in natural science. A good lecturer would make it attractive. They would come within the sphere of knowing something about it and would wish to know more.

1412. (*Lord Lyttelton.*) With regard to the amount of attainment which boys can reach in natural science, how far could a clever boy go into it?—The University examiners for the exhibitions last year declined to examine in chemistry: I would not examine the boys myself, and I got the second master of King Edward's grammar school of Birmingham to examine them, and he reported them as being fairly well up in the chemistry of the non-metallic elements. They ought to be able to do that. They ought to be perfect in common qualitative inorganic analysis, and to have a fair notion of the other subjects, geology, physical geography, and perhaps electricity, and so on.

1413. (*Mr. Vaughan.*) I understand you that the state of the instruction and proficiency in physical science at Rugby, at the present moment, is not what you would absolutely desire, but you do not see a prospect of altering it without a complete change?—I think it is as satisfactory as anything else in the school.

1414. As the study of the classics?—Yes; perhaps it is.

The witness withdrew.

The Rev. P. Bowden Smith and G. Vecqueray, Esq., examined.

1415. (*Lord Clarendon to Mr. Bowden Smith.*) I believe you are an assistant classical master as well as a foreign language master?—In a very slight degree. The only classical work I have is superintending the private tuition of the junior boys in my own house as house master.

1416. How long have you been at Rugby as assistant master?—Since February 1852.

1417. (*To Mr. Vecqueray.*) How long have you been here?—Since 1859.

1418. You are exclusively modern language master?—Exclusively.

1419. French and German?—Yes.

1420. (*Mr. Thompson to Mr. Bowden Smith.*) Have you always taught French and German since

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you came?—Are you referring to my own teaching, or the teaching of the school?

1421. Your own teaching?—That has been my main work ever since I came. When first I came I was not so fully occupied. I had a little stray work put upon me; for instance, once I had an extra prose copy with a few junior boys in the sixth to look to.

1422. You never took a form?—No; I have had a boarding-house since 1854.

1423. Were you at Rugby yourself?—Yes.

1424. You were on the continent, I suppose?—I was on the continent some four or five years with my family, as a boy.

1425. Both in France and Germany?—Yes.

1426. (*Lord Clarendon.*) And that is where you learnt the languages mostly?—Yes. I confess I have learnt a great deal since I have been teaching here.

1427. All forms come to you?—Yes.

1428. You teach separately, do you not?—Yes; nor can we do the whole work ourselves.

1429. (*Lord Lyttelton.*) Mr. Arnold takes a part?—Yes; and he used to take more, but since Mr. Vecqueray has been here there is less need for him and Mr. Moberly to do so.

1430. (*Lord Clarendon.*) How much time do the boys devote to modern languages in the course of the week?—Only two lessons a week; that is two hours in school. That is independent of the time for preparation, and also independent of extra work.

1431. (*Lord Lyttelton.*) For prizes?—Yes, and in the shape of private tuition.

1432. (*Lord Clarendon.*) Are you private tutor to the boys in modern languages?—Yes; with the exception that Mr. Vecqueray takes two conversation classes in French and German; being much more fluent in speaking than myself he takes those classes.

1433. (*To Mr. Vecqueray.*) Perhaps you will have the goodness to explain these conversation classes. They are recently established, are they not?—Since I came. I understand they were the chief object of my nomination as additional modern language master. These conversation classes have generally been attended by eight boys each half.

1434. (*Lord Lyttelton.*) Are they the same boys, or do they vary?—No; eight on the whole. These classes are reserved for the more proficient boys, those who are qualified for them, and to whom it is a real object to obtain a wider familiarity with French and German.

1435. How low down in the school are they?—In the upper part of the school only. I take it that these classes are reserved for boys in the sixth or in the first set of the upper school, and those who take private tuition with Mr. Bowden Smith, and who get on well with him.

1436. (*Lord Clarendon.*) So that admission into these conversation classes is a matter of privilege?—Quite so. A privilege to be obtained by high position in the school or by good extra work.

1437. (*Lord Lyttelton.*) You select them, do you not?—Partly. Any of the sixth have the right to attend them, but I may select any of the first set of the upper school.

1438. (*Lord Clarendon.*) In what manner has this conversation class been conducted?—It depends on the proficiency of the boys. This half, I have eight boys really well up in French, and we carry on these conversation classes entirely through the medium of French. We do various exercises not done in the school, as well as reading a French author without translating it, with my merely stopping them here and there to ask questions either as to an unusual word or a difficult construction; my questions and their answers always being made in French.

1439. (*Lord Clarendon.*) The whole of your communication is in French?—All in French.

1440. That is the rule?—Yes. I began by real conversation, but I found that did not answer. I tried to make them talk on different subjects, but boys under such circumstances are shy to talk.

1441. So that it is now reading books, and exercises?—Yes; which is a better medium. Another plan is dictation from some modern author or a French newspaper; and again, taking a French grammar written in French for French schools, going through it with them, and doing exercises *vivâ voce*.

1442. At what time of day is it?—At half past 12 one day and at half past 2 the other day.

1443. How often?—Twice a week.

1444. How long does the class go on?—For an hour.

1445. That is over and above the regular lesson?—Yes.

1446. (*To Mr. Bowden Smith.*) How are the boys able to get this time?—From the games. This extra work has to do battle with the games. There is ample time for the extra work, only it has to be taken from the games.

(*Mr. Vecqueray.*) That explains the small number. If they were taken from other subjects the number eight would be soon increased to eight times eight; but being taken from the play time, it is very difficult to get them to come.

1447. (*Lord Lyttelton to Mr. Vecqueray.*) Do you make it a chief object in these conversation classes to attend to their pronunciation?—Yes, of course.

1448. (*Mr. Thompson.*) Can you give us any idea, by example, of the amount of proficiency of the boys, the pupils that you have. What can they do now in German?—In German they are not so well up as in French, on the whole.

1449. Can they construct correct German sentences?—Yes, some of the better scholars can, certainly.

1450. If you placed before them a historical book, say, Lord Stanhope's Life of Pitt, would they be able to turn it into reasonably good German?—I think not.

1451. If you were to give them a comedy, an easy comedy full of polite conversation, would they have any idea of that?—Many would do that, but not those who have been exclusively educated at Rugby school. It is exceptional.

1452. Would they be able to do that in French?—I should say so.

1453. They obtain a greater proficiency in French than in German?—Certainly.

1454. You think it easier for them to learn French well than German?—Yes, I suppose it is.

1455. Would many of those who leave you be able on going abroad to speak French fluently?—There is the difficulty; I am afraid not; not many.

1456. One half of those who leave the school?—I think not.

1457. Do you think your conversation classes would enable them to do that?—I think they would; it makes all the difference.

1458. They would hold their own in French society?—I think they would be able to get on.

1459. If they had anything to say?—Yes.

1460. (*Lord Lyttelton.*) Can you get the pronunciation pretty good before they leave?—I think so; pretty good.

1461. Is any fair proportion of them tolerably grounded in French before they come here?—That varies very much.

1462. (*Lord Clarendon.*) Is it not rare to find a boy well grounded?—Yes, unless there is some particular circumstance to account for it, living abroad, foreign connections, &c.

1463. Or having had some foreigners in his family?—Just so.

1464. (*Lord Lyttelton.*) What is the size of your French class?—In the upper school I should say from 22 to 25.

1465. (*Lord Clarendon.*) French and German or French alone?—They are mixed together.

1466. (*Lord Lyttelton.*) Do you find them perfectly manageable?—Quite.

1467. No difficulty about discipline?—Not the slightest.

1468. (*Lord Clarendon.*) Do you hear the French and German contemporaneously?—No, they begin with French exclusively in the lower school, and again in the lower middle, and in the upper middle even they begin exclusively in French, then the upper sets of each part take up German. The upper middle is divided into five different sets. German is properly begun only in the third set; very little in the fourth set.

1469. Do you consider that you can give those who have been a certain time with you sufficient time and attention to be able to send them away well grounded in French at least?—Sufficiently well grounded for what?

1470. Well grounded in grammar and knowledge of the language, independent of speaking it?—Yes; I think so.

1471. (*Lord Lyttelton.*) Able to read French with pleasure and enjoyment to themselves?—I cannot say I have noticed that; I have had opportunities, but I cannot say that a boy has acquired that amount of knowledge as to take up at his pleasure a French paper that might fall into his hands.

1472. (*Mr. Thompson.*) Sometimes it is so, I suppose?—I have not noticed it.

1473. (*Lord Lyttelton.*) But for any purpose of necessity he could do so if he had a mind?—Yes.

(*Mr. Bowden Smith.*) Some of the boys of the sixth form, if they had a historical subject for their lesson, and had the choice of a French author, would prefer it; De Tocqueville, for instance.

1474. And they would have sufficient facility to enable them to do it?—Yes.

1475. (*Lord Clarendon to Mr. Vecqueray.*) You consider that they go with a tolerably good accent?—I think so, on the whole.

1476. Probably those who come with a knowledge of French come with a bad accent?—Yes.

(*Mr. Bowden Smith.*) The majority have been ill-prepared; the last few years I have noticed that the majority are worse prepared.

1477. (*Lord Lyttelton to Mr. Vecqueray.*) In boys who come here not much younger than 10 it would be of great importance to have them well grounded in pronunciation and accent before that age?—Yes; it would be a great acquisition.

1478. (*Lord Clarendon.*) Do you not find it extremely difficult, if a boy comes here with a bad accent, to improve his accent?—Yes; I find that the system of taking places at school is an immense help. When a boy begins reading a passage his neighbour is intent on catching the first word or syllable mispronounced, and he will immediately jump at it and gain a place thereby; that makes a boy very sharp on the look-out.

1479. (*Mr. Thompson.*) You never pass a word down and find that none of them can pronounce it?—No, except perhaps some proper name.

(*Mr. Bowden Smith.*) Not often.

1480. (*Lord Clarendon to Mr. Bowden Smith.*) Is the study of modern languages preferred by the boys to physical science?—It is not altogether so much the choice of the boys as the choice of the parents; you must also remember then that modern languages are included in the school system of payment, while natural philosophy is an extra payment.

1481. Do you not find that the parents are anxious about their children acquiring modern languages?—Some are; but the majority begrudge the time taken from the classics.

1482. Is there anything that either you or Mr. Vecqueray would suggest to us by which the study of modern languages could be promoted, because I, for one, think they are very important?—The only suggestion I have to make, and I do not see myself the way of carrying it out, is to have an extra hour a week.

(*Mr. Vecqueray.*) I second that suggestion very strongly.

1483. (*Lord Lyttelton.*) There is a very fair amount of prizes?—(*Mr. Bowden Smith.*) Yes; I think there are enough to stimulate the study.

(*Mr. Vecqueray.*) More would be a harm, I think.

(*Mr. Bowden Smith.*) There are prizes which I do not think appear in the report.

1484. (*Lord Lyttelton.*) They are alluded to?—There are prizes given now for proficiency in grammar both in German and in French. It is quite a late institution.

1485. (*Mr. Thompson to Mr. Vecqueray.*) You do not affect to teach German philologically, *i.e.*, with reference to its cognate languages?—No; it would hardly do, because there is not one set exclusively composed of proficient boys in German. There are a few very proficient, but the majority are very inferior.

1486. I suppose the efficient boys would be able to point out the analogies between German and English, for instance?—Yes.

(*Mr. Bowden Smith.*) Or between French and Latin.

1487. (*Lord Lyttelton to Mr. Vecqueray.*) Is it commonly the case that a boy clever at one would learn the other easily?—I do not think it would follow. It may, perhaps, be one difficult point to manage. Boys very proficient in one language are often backward and slow in the other language.

1488. From a knowledge of German it does not follow that he would have a knowledge of French?—No. There are exceptional cases of boys who have been brought over from Germany.

1489. (*Lord Clarendon.*) I think you say there is a great difference in boys as to the facility or difficulty of their acquiring languages. Any person who possessed the facility of acquiring language would find that they could learn one thing the same as the other?—No doubt.

(*Mr. Bowden Smith.*) I should say as a rule they progressed very equally.

(*Mr. Vecqueray.*) There are boys proficient in one and not in the other.

1490. (*Mr. Thompson to Mr. Vecqueray.*) Do you know anything of the success with which English and French is taught in the Prussian or Belgian schools?—I should say not so generally nor so successfully as French and German here.

1491. Do you think they get on so well with their English as our boys do with their German?—I think not.

1492. Do you not think they get on better, that they know more English generally in the public schools of Germany?—No, I think not; I should say not.

1493. (*Lord Clarendon.*) I think in all the gymnasiums and schools they always teach French and English; I have some knowledge of the different schools in the Duchy of Nassau and throughout Prussia, and they always attach great importance to those two languages, French and English?—Yes, in the prospectus; but I understood the question to be, "Do you find the average of boys in France and "Prussia more proficient in English than boys in "England (than Rugby boys for instance) would be "in French or German"? In answer to that, I should say no.

1494. (*To Mr. Bowden Smith.*) The same marks I see are given for modern languages as for classics, that certainly must be an encouragement?—The same proportion according to the time given.

1495. That has acted as an encouragement, I suppose?—Yes, very much; sometimes it makes a difference of place.

1496. That is a formal and official recognition of the study of modern languages, which must have promoted them?—Yes.

1497. (*Mr. Thompson.*) Do the examiners from the universities profess to examine in French and German?—They set a paper which counts very slightly in the result.

1498. Who looks it over?—I can say nothing as

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to who looks it over, or how much account is made of it, but it is just recognized formally.

(*Mr. Vecqueray.*) I think the boys do not attach any importance to it.

1499. (*Mr. Thompson to Mr. Vecqueray.*) What other examinations are there besides the University examination in modern languages?—There is the quarterly examination in Grammar; then there is the half-yearly examination for the regular work, and the annual voluntary examination for the French and German prizes.

1500. Conducted by whom?—By Mr. Bowden Smith and myself.

(*Mr. Bowden Smith.*) And generally a third classical master; for instance, Mr. Arnold.

1501. (*Lord Lyttelton to Mr. Vecqueray.*) I understand that, in the conversation classes you allow no English to be spoken?—No English. As a general rule, French is spoken; we do not often have boys qualified for a German conversational class; this half year we have only one, and he an accidental one.

Victoria Street, Tuesday, 16th December 1862.

PRESENT:

EARL OF CLARENDON.	HON. EDWARD TWISLETON.
EARL OF DEVON.	REV. W. H. THOMPSON.
LORD LYTTELTON.	H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

H. L. Warner, Esq.

16 Dec. 1862.

HENRY LEE WARNER, Esq., called in and examined.

1502. (*Lord Clarendon.*) How long were you at Rugby?—I was there six years; I went there in 1854 and left in 1860.

1503. Since 1860 you have been at St. John's College, Cambridge?—Yes.

1504. There are a certain number of residents, are there not, whose boys are at the school?—Yes.

1505. Residents in the town and in the immediate neighbourhood?—Yes, within five miles.

1506. Are there a large number of those at the school?—There are a good many; I do not know what the exact proportion would be; I should think there are about 90.

1507. As many as 90?—I should think so, but I will not be certain.

1508. Are they upon a footing of perfect equality with the other boys?—Yes; except those that are in the lowest forms. There are a great many among the number who never get above the lower forms; they never rise to any eminence; but as soon as they get into the middle or upper school there is perfect equality.

1509. Socially speaking?—Yes.

1510. Some of them are sons of tradesmen in the town?—Yes.

1511. And no difference is made whatever towards them?—No, certainly not; only of course very few of the tradesmen's sons ever do rise; they come knowing no Latin or Greek, and they are taken away very soon, or else remain in the lowest forms.

1512. Would you tell us what are the duties and the powers of the monitors at Rugby?—If they are in the house, they have to call over at dinner, and at locking up, and at prayers; and they have to see that the fellows are in bed at a quarter after 10, and to keep silence for about five minutes between 10 and a quarter past 10 while each bedroom has private prayers; and then they have to say public prayers at half-past 9 if the master of the house does not come down.

1513. That is in chapel?—No, in the hall; and besides that, they have to see that there is not any excessive noise, or anything of that kind.

1514. That is in the house?—Yes. Out of the house they have to prevent fellows smoking, or any bullying, or anything of that kind, and generally to look after the fellows.

1515. They would consider themselves called upon to interfere if they saw anything going on that was very wrong, such as going into a public-house?—They would at once interfere, and either send the boy up, or they have the power of licking him if they prefer it, only that of course is subject to appeal.

1516. Their power extends beyond the mere school?—Yes.

1517. What are the punishments which they have power to inflict?—Setting lines to be written out, or to be learnt by heart, and licking.

1518. What is the punishment they generally prefer?—Licking would be very seldom resorted to indeed.

1519. Licking with the fists would it be?—No; with the cane; they may not lick with the fists.

1520. (*Lord Lyttelton.*) They are allowed canes on purpose?—Yes.

1521. But caning is reckoned the more serious punishment of the two?—Yes; it is a very serious punishment indeed.

1522. (*Lord Clarendon.*) Is it generally inflicted on the spur of the moment, or is the boy brought up the next day?—If they are keeping order in school calling over, they are obliged to do it on the spur of the moment, but there is a master present. On other occasions they would either have him to their study, or before the sixth of the house, or before the sixth of the school if it is a very public offence, or even in some cases before the whole house.

1523. That would be a grave case?—That would be a very grave case indeed, where all the house was interested in seeing the punishment; as, for instance, in an aggravated case of bullying.

1524. Was there much bullying during your time at Rugby?—Very little indeed.

1525. (*Lord Lyttelton.*) By bullying, do you mean personal violence?—There was so very little of that.

1526. That would be considered aggravated bullying?—Yes, certainly.

1527. (*Mr. Vaughan.*) You were speaking of præpostors keeping order, do they keep silence at dinner time now?—No; they are always allowed to talk during dinner, and even in the bedrooms when they were all in bed.

1528. (*Lord Clarendon.*) Do you think the monitorial system as established at Rugby works satisfactorily?—Yes.

1529. And has the support of public opinion?—Yes; and very few fags object to it.

1530. (*Mr. Vaughan.*) Is it a common practice of the masters not to be at prayers in the house?—No, it is not by any means a common practice, but they are sometimes absent; for instance, if they are away; Dr. Temple was often away.

1531. Were the canes that were carried by the præpostors carried at all times, or only by the official præpostor of the week?—They could have them whenever they liked; if they go out for a walk.

1532. Is that the usage?—I think it was usually confined to Sunday walks.

1533. (*Lord Lyttelton.*) No others are allowed to have the canes?—No.

1534. (*Lord Clarendon.*) Is it a thick cane?—It

is no particular cane; you may have a walking-stick if you like.

1535. (*Lord Devon.*) Is it not submitted to the masters?—No; but of course you would not use a walking stick on a fellow.

1536. (*Mr. Vaughan.*) Referring to your experience when you were an under boy and before you were in the sixth, did you ever see boys who habitually abused their powers as præpostors?—No, I do not think I know of any cases of habitually doing it, because we should at once have an appeal to a sixth levy on it.

1537. I am speaking of the time when you were a lower boy yourself?—I do not think I do.

1538. (*Sir S. Northcote.*) With regard to keeping order in the house; suppose there was any card playing going on in the studies, would the sixth take notice of it?—Certainly.

1539. Did they ever go into boys' rooms to see if there was any mischief going on?—They would not go into their studies on purpose; but if they came upon it by accident they would notice it. If they knocked, the fellows would probably lock the door.

1540. Was it considered legal to lock your door?—It was considered legal.

1541. So that any mischief might be carried on, which really could not be prevented in that way?—Except by the influence of the sixth fellows generally.

1542. (*Lord Devon.*) Supposing the monitor who filled also the position of head of the house to be a small boy, and a case of bullying to exist in the house in which a larger and backward boy in a lower form had bullied a small boy in the same form, would the authority of the small boy be paramount over the larger boy below him?—Certainly.

1543. Would the bigger one think of resisting the smaller one if he attempted to cane him?—No.

1544. And if such an improbable event did occur, the small captain would appeal to another sixth?—Yes, or show him up to the Head Master.

1545. You do not think of an express instance?—I do not remember one.

1546. I ask, of course, merely the general question; but supposing the case which is conceivable, of any offence which would be visited, as regards a boy on the form below the sixth, by any punishment to be administered by the sixth, to be committed by a sixth form boy himself, what would happen?—There would be a sixth levy called by some fellow in the sixth, and they would probably decide to ask the Head Master either to send him away, or to put him down a certain number of places.

1547. Would that be within his form, or would it imply degradation to the next form?—I am not sure that I remember any case of his being put out of the sixth.

1548. (*Mr. Vaughan.*) Was it a remedy that a little boy would easily and naturally resort to, the application to a sixth form boy, in case of being bullied?—I do not think he would like to do it; I do not think he would like to peach; probably his friends would tell for him.

1549. Do you think that most of the cases that occur get to the knowledge of the sixth form?—I think they do; I do not remember any out of the sixth that did not, sooner or later, get to their knowledge.

1550. (*Lord Devon.*) Did you enter in a lower form yourself?—Yes; I was a fag for half a year.

1551. Then, looking to your experience in both portions of the school, do you think that the system of influence and power that is administered by the sixth form is on the whole beneficial to the school?—I think so, decidedly.

1552. (*Lord Lyttelton.*) Do you think it has a good effect upon the minds of the boys themselves who exercise that power?—I think it has on the majority; there are some who are not very good characters really at heart, and they put on an appearance rather the other way.

1553. Do you think, in their future life, it has a good effect on their character?—I should think so; the only danger is, that they might be rather priggish on first going up to the universities.

1554. It gives them a sense of discipline, good order, and responsibility?—Yes.

1555. (*Lord Clarendon.*) Does it make them tyrannical?—No, I do not think it does generally, because the tone of the school would be very much against that.

1556. (*Sir S. Northcote.*) It is not the habit of the masters to go round the house at night, is it?—In our house the masters very seldom did, except late at night to see that there was no chance of a fire, or anything of that kind.

1557. Do you think it would be a better system if, instead of trusting the discipline to the sixth, the masters had themselves occasionally gone to the boys' rooms?—No; I think that would engender mistrust between the masters and the boys, and the sixth would not think it their business so much if the masters took it into their hands.

1558. You think it better to be entrusted to the sixth than for the masters themselves to do it?—Yes; of course I can only speak for our own house.

1559. (*Mr. Vaughan.*) They no longer shirk the præpostors when they are walking in the country, do they?—No.

1560. (*Mr. Thompson.*) Nor the masters?—No.

1561. Is that entirely done away with?—Yes.

1562. (*Lord Devon.*) You mentioned instances in which a jury of the sixth would be called together; would it be competent for a sixth form boy to inflict punishment by caning in his own room, without anybody being present?—I do not think he would have room in his study.

1563. Supposing there was not that physical impediment, would it be consistent with the usages of the school and public opinion, that he should do so?—Yes, it would.

1564. Where the studies were large enough to admit of that, have you known instances in which they have inflicted punishments by themselves?—I think they have in one house; but I am not certain. They could not in ours.

1565. (*Mr. Thompson.*) Do you recollect any flagrant instance of the abuse of the monitorial power, during the time you were at Rugby?—I should think the worst would be for letting a fellow go by out of bounds, or anything of that sort.

1566. That is hardly an abuse of his power; it is rather a neglect to use it?—Well, he might give him leave when he had no right to.

1567. I am not speaking of that, but of over strictness rather than of over laxity; do you think the monitorial power was habitually or frequently abused?—No.

1568. Not habitually or frequently, but it was occasionally, perhaps?—I do not at this moment recollect an instance, but I should think probably it might.

1569. Supposing one of this body of monitors exceeded his powers, would he be supported by the others?—No; certainly not.

1570. There would be an appeal to the whole body of monitors?—Yes.

1571. That would be the constitutional remedy for the excessive exercise of power?—Yes, unless they like to go to the Head Master at once; but I have never known a case in which there has been an appeal to the Head Master, which has reversed the decision of the sixth.

1572. (*Lord Lyttelton.*) Do you think the body of the lower boys look to the monitorial system as a great protection against bullying?—I think they do when they think about it; but there is so little bullying that they do not think much about it.

1573. (*Lord Clarendon.*) Was there much drinking

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at Rugby, when you were there?—Very little indeed.

1574. Would the public opinion of the school be against that?—Well, it varies so very much. When I first went there, I should have said that public opinion would not be actually against it; it was not for it in the least, but it was not against it. I should think when I left it was rather against it.

1575. (*Lord Lyttelton.*) You mean against the practice of drinking?—Yes.

1576. There would always be a feeling against drunkenness?—Well, they think it is a silly thing to go in simply for the sake of the bravado, because it could not be from any want.

1577. Do they go to public houses to drink?—Very little, indeed.

1578. That you think was rather discountenanced?—Yes.

1579. (*Mr. Thompson.*) Would a monitor stop that?—Yes.

1580. (*Sir S. Northcote.*) After a game of football or cricket, did you not get beer?—Yes, we generally went into the school-house.

1581. (*Lord Clarendon.*) They are allowed beer there?—Yes, after football those who played the biggest matches; of course all the small fellows are not allowed, unless they happen to want it very much, when a sixth fellow may take them.

1582. (*Lord Lyttelton.*) You have known cases of drunkenness occur sometimes?—Yes, chiefly on a day which was set apart for a whole holiday, when they went away for two nights.

1583. (*Mr. Vaughan.*) Do you mean that that took place away from school?—We had leave to go, and we used to go to Warwick or Kenilworth.

1584. Without going to any relation or any grave person could you be absent for the day?—Yes, you might go for the night if you stayed at any friend's house in the neighbourhood, otherwise only for the day.

1585. (*Lord Clarendon.*) You had to make known where you were going if you stayed out all night?—Yes, you had to get the leave of your parents. That has been done away with now; the whole school cannot go on the same day, they have to get leave from Thursday to Saturday, or from Saturday to Monday.

1586. (*Lord Lyttelton.*) Did you go and sleep at Leamington?—No, that was out of bounds, and so is Portobello, a place between Warwick and Leamington, where there was a rather large public-house.

1587. I thought sometimes on those two days they went to Warwick or Leamington?—I said Kenilworth.

1588. Would they sleep for a night at Kenilworth?—No, they might not do that.

1589. Then how could they sleep out?—If they went to a friend's.

1590. (*Lord Clarendon.*) Was there any gambling or any immorality of any kind at Rugby?—In my second half some fellows were discovered playing cards; I suppose there was some kind of gambling, but I do not know what were the cases; I never discovered any while I was in the sixth.

1591. (*Sir S. Northcote.*) You say discovered; do you mean discovered by the sixth or by the masters?—By the sixth.

1592. (*Mr. Thompson.*) Do you mean that cards would not be allowed at all, not even in moderation?—No, not at all.

1593. (*Lord Clarendon.*) The sixth form would consider themselves bound to interfere in the case of any gross immorality?—Certainly.

1594. Was the tone of the school high—was there a strong feeling against lying, for instance?—Very strong indeed.

1595. You consider that the tone of the school was gentlemanlike and honourable?—Certainly; I think the only thing which might be rectified was the cribbing, or anything of that kind, taking things in composition which were not your own.

1596. (*Sir S. Northcote.*) With regard to lying—was lying to the masters thought wrong?—Yes, very wrong.

1597. Lying of any kind?—Yes.

1598. (*Lord Devon.*) Take another offence which is not a moral offence, take smoking, would the sixth form interfere to support any prohibition by the masters with regard to smoking?—The sixth always punished for smoking.

1599. And never smoked themselves?—I suppose some of them did; of course if they were discovered smoking by a sixth fellow, he would call a sixth levy.

1600. (*Mr. Thompson.*) They would be obliged to leave the sixth in that event?—They probably would.

1601. It would be thought a graver offence for a sixth-form boy to smoke than for another boy to do so?—Yes; I do not think that the school generally did think that smoking was an offence; they would think it very silly, and that was about all.

1602. (*Sir S. Northcote.*) Were there particular boys who would have an influence in the school in that way; a certain set, who, if they took to smoking, or any particular thing, would make it fashionable?—Yes; I should think they might.

1603. Boys who were distinguished in games, or otherwise, and who had an influence?—Yes; but I should think the majority of those were in the sixth generally.

1604. Even of those who were distinguished in games, and so forth?—Yes; I should think the majority were.

1605. (*Lord Clarendon.*) It is not the practice to have single rooms for the boys?—No.

1606. They were almost all dormitories?—Yes.

1607. (*Lord Lyttelton.*) Is there any case of single rooms?—There are two beds in one room.

1608. (*Mr. Vaughan.*) Are you speaking of the school-house?—Yes.

1609. There is only one room with two beds?—I am not sure whether they use the other; there was another.

1610. (*Lord Devon.*) What was the largest number in Dr. Temple's house?—Fourteen.

1611. How many were there at the other houses?—I should think there were 12.

1612. (*Lord Clarendon.*) What boys had the power of fagging?—Only the sixth.

1613. How many boys are in the sixth?—I think about 40, generally.

1614. The whole of those are able to fag?—Yes.

1615. Do you think that power is often abused?—No, I do not think so; I think the worst case would be where they fagged small fellows. They might favour any fellow they liked, and not fag him so much as the others.

1616. What were the duties that fags were generally called upon to perform?—Sometimes he had to go and fetch hot water in the morning, when you got up; that was very seldom; then he made the toast for breakfast and tea. In our house there is an institution called night fagging, at which he had to be on for a week between 8 and half-past 8; there were two every day, so as to answer any call while we were at supper.

1617. Was he often required?—Yes, they were called frequently; because in our house we always had the fifth up to supper with us, and while they were with us they were allowed to call for that half-hour.

1618. I suppose it was merely to go and fetch things?—Merely to fetch beer or bread, or anything of that sort.

1619. (*Sir S. Northcote.*) Was there not a system called "study fagging"?—Yes; each sixth fellow in a house could choose a fag if he liked, to be his study fag instead of the night fag.

1620. What had the study fag to do?—He had to shut up the books and put them on the shelves again, and things of that kind.

1621. He had not to dust the room?—Yes, he had.

1622. (*Mr. Vaughan.*) Was it customary for one

master to have three or four fags of that description, who took it in turns week by week?—It was not in our house, because each sixth fellow had only one.

1623. Were you in the school-house?—Yes, I was.

1624. How was it that each boy had so few as one in that large house?—Because we did not divide them off into study fags; the rest could be fagged at any moment; a sixth fellow would open his door and call "fag," and whatever fag heard first had to come.

1625. Was there a great desire to be first to hear it under such circumstances?—No, not generally.

1626. (*Mr. Thompson.*) Do you recollect what your own feelings were when you were in that capacity; was it very hard work?—No; I rather liked it, because it gave me an opportunity of talking to the swells of the school.

1627. (*Lord Clarendon.*) Do you think it is productive of kindly relations between the fag and his master?—I think it is in most cases.

1628. And a master would consider himself bound to protect his fag?—Yes; your study fag you would always look after, and generally have him in to see how he does his lessons.

1629. (*Mr. Vaughan.*) Did you ever know an instance of spiteful fagging; of a boy who had the privilege, marking a particular boy he did not like, and worrying him with the fagging?—I do not think I have known a real case; of course there have been cases where it has been thought to be so, but I have never known any case which I have actually thought to be so myself.

1630. Have the fags anything to do with keeping the cricket ground in order, or anything of that sort?—No, not the least.

1631. (*Lord Devon.*) As to attendance at games, were the junior boys obliged to attend either cricket or football?—They were always obliged to attend football; it was compulsory, unless they had a note from the medical man signed by the head of the house, and the master of the house.

1632. And that exempted them?—Yes.

1633. Now, as regards cricket, were junior boys liable to be fagged out?—Yes, but that is almost done away with now.

1634. (*Sir S. Northcote.*) What is the system of island fagging?—That is entirely gone, I think it went away a long time ago.

1635. You were not there at the time?—No.

1636. (*Mr. Thompson.*) Football and cricket are the only games that are much practised at Rugby; you have no boats there?—No, we have rackets.

1637. In the cricket season, which begins in May, how many hours a day do you think would be devoted to cricket?—It would depend so very much what elevens there were. If there was a fellow in the eleven of the school, or in the twenty-two, he might go and play at 3, and go on till about 6.

1638. Do you think the boys would be obliged to play 20 hours in the week?—I should not say as much as 20.

1639. Not so much as five hours a day at cricket, one day with the other?—No.

1640. That would seem excessive?—Yes.

1641. (*Sir S. Northcote.*) Practically, how many hours would a boy who was in the eleven be likely to play?—There would be three big sides a week, probably three hours, that would make nine hours, then he could have about two hours the other days; I should think it might amount to fifteen hours.

1642. (*Lord Clarendon.*) Were you generally satisfied both with the quantity and quality of the meals while you were there?—Yes, latterly perfectly. I do not think when I first went there it was such as it ought to have been.

1643. Was it deficient in quantity and quality?—No, not in quantity, in quality it was.

1644. Was it ill cooked?—I do not think they looked after it as they ought, when I first went; Dr. Temple reformed that.

1645. Is there nothing to be complained of?—Nothing at all, I think.

1646. (*Sir S. Northcote.*) How is the beer?—It was very good indeed when I left.

1647. (*Mr. Vaughan.*) Have you stated what the meals consisted of?—We had bread and butter and tea for breakfast, or we could have coffee, if we liked. For dinner we had meat, and every other day pudding.

1648. Only every other day?—Only every other day. Then we had tea, the same as breakfast, and for supper in the evening, bread, cheese, and beer.

1649. That was all?—That was all.

1650. You never had meat twice a day?—No, unless sometimes when we had been out having a very long run, or anything of that kind, then they used to send some in.

1651. (*Lord Devon.*) In the afternoon was that?—Yes, for tea.

1652. (*Sir S. Northcote.*) Did the boys ever get any meat for breakfast from out of the house?—Yes, frequently.

1653. And that was allowed?—Yes.

1654. (*Lord Clarendon.*) Will you have the goodness to tell us how the Sunday was passed?—It would depend upon whether we had morning chapel. During the summer we had morning chapel at 8, consisting of the Litany, after that we had breakfast, and then at a quarter past 10 there was what was called lecture, which consisted of saying something by heart, and then being heard some chapters of the Bible; it was a lecture in the higher forms. Dr. Temple usually gave a lecture upon some part of the Old Testament History, which lasted an hour.

1655. You say "being heard some chapters in the Bible"?—In the lower forms they were asked questions, because they would not attend to the lecture unless they were asked questions.

1656. It was known beforehand what those chapters would be, on which lectures would be given?—Yes, always.

1657. And then the school was prepared to answer those questions?—Yes.

1658. Then, afterwards?—At half-past 11 we had the rest of the morning service.

1659. The whole of the school attending both times?—Yes. Then at 1 we had dinner, after that we generally went out for a long walk till 4, or half-past 4, when we had chapel again, and then we generally went out for a walk again, or stayed about in the close.

1660. (*Lord Lyttelton.*) You had your time to yourself?—Yes, till locking up.

1661. (*Lord Clarendon.*) There was no school, nothing but Dr. Temple's morning lecture and chapters in the Bible?—That was all. Dr. Temple did not lecture to the whole school; each master lectured to his own form.

1662. During that same time was there a similar lecture or form of religious instruction going on in the house?—Do you mean during the time which we had to ourselves?

1663. No; I mean in the morning, about the same time that Dr. Temple was giving his lecture?—Dr. Temple would only lecture to his form.

1664. But in the other forms?—Yes; each master would be lecturing his own form from a quarter past 10 till a quarter after 11.

1665. (*Lord Lyttelton.*) All the school would be under some religious instruction during that time?—Yes.

1666. (*Lord Clarendon.*) What other form of religious instruction was given; was the Greek Testament done?—That was done on Monday morning; we had generally Greek Testament then.

1667. (*Lord Lyttelton.*) Did you prepare for that on the Sunday?—Sunday evening.

1668. (*Lord Clarendon.*) How much of the Greek Testament was taken on Monday morning?—Some masters made it much longer; they took a few verses at a time; and others would go through it so very quickly. It was simply a matter of learning the Greek.

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1669. Dr. Temple heard his class in the Greek Testament?—Yes, he always heard them very carefully. We said Greek Testament on Thursday morning, too, in his form.

1670. Did he expound the part that was done?—Yes, he always did so.

1671. He asked questions upon it?—Yes.

1672. More with reference to the subject than to the Greek?—Certainly.

1673. (*Mr. Thompson.*) How many sermons had you on Sunday?—One in the afternoon.

1674. (*Lord Lyttelton.*) Did Dr. Temple always preach?—Whenever he was there.

1675. (*Mr. Thompson.*) Are his sermons popular?—Yes, among the higher forms.

1676. (*Lord Lyttelton.*) It is in his discretion whether he preaches or anybody else?—Yes, he is chaplain.

1677. And in case he cannot preach does he appoint a deputy?—I think they take it by turns then; they always seemed to keep order, but I am not sure.

1678. (*Lord Clarendon.*) When he is there he does not give up the pulpit to any other master?—Never, except on special occasions.

1679. (*Lord Devon.*) Is the choral service liked?—Yes, very much, but we do not have it very much a choral service.

1680. But such parts as are performed chorally are appreciated?—Yes.

1681. (*Lord Lyttelton.*) Boys used to join in it themselves, did they?—As many as could.

1682. If the boys were inclined to read, would they take a Sunday for private reading?—I do not think so.

1683. Is it a day on which they write letters home?—Yes.

1684. (*Lord Clarendon.*) Great pains were taken by Dr. Temple in preparing boys for confirmation?—Great pains indeed.

1685. When did the preparation commence; how long before confirmation?—I could not say for certain.

1686. A considerable time?—Yes, certainly. I do not think I could say exactly the time.

1687. I suppose as soon as Dr. Temple knew who were the boys that were to be confirmed, he would begin pretty early in that half to prepare them?—Yes.

1688. What was his form of preparation?—He had his own house up of an evening; about three or four of them every evening; and then he had the whole school, all those in the school who were going to be confirmed, once a week in chapel, and lectured to them.

1689. Was his lecture followed by questions?—I do not think he asked questions except privately.

1690. He ascertained that the boys were in a proper state privately?—Yes.

1691. (*Lord Lyttelton.*) Did he preach on the subject in the chapel?—Not publicly, only to the fellows who were going to be confirmed, all collected together.

1692. (*Lord Clarendon.*) Do you think there is a proper feeling with respect to confirmation generally among the boys?—Yes, certainly.

1693. That they recognize its importance?—Yes. What I judge by is, that one frequently would hear fellows saying, So-and-so is doing things which one would not expect from a fellow who is going to be confirmed.

1694. And immediately after the confirmation do they take the sacrament?—The very next Sunday.

1695. That I suppose never fails among those who have just been confirmed?—They all go.

1696. There is no compulsion?—No.

1697. Would the habitual absence from the communion table of those who had been confirmed be observed upon by Dr. Temple?—It would be observed upon, and it might be observed by a tutor if he knew the fellow very well, but he would not notice it to a fellow he did not know well.

1698. So that attendance depends on the boy's feelings?—It is optional.

1699. (*Lord Lyttelton.*) He would not let it bear on his conduct towards the boy, or his position in the school?—No.

1700. (*Mr. Thompson.*) What would be the number of boys at any given celebration of the communion?—It would depend so very much upon whether there had been a recent confirmation or not.

1701. It would be more numerous immediately after confirmation?—Yes; and at the end of a half or at the beginning of a half.

1702. What would be the maximum number; do you think it would be 100?—I should think quite that.

1703. (*Lord Devon.*) With regard to private prayer, has it occurred to you to observe that the system of having large dormitories or rooms in which more than two or three boys slept together, would interfere with the practice of saying private prayer on the part of the smaller, more timid or more shy boys?—I should think not. It would rather make them do it the more, because a fellow would not like to be noticed not to say his prayers.

1704. The head of the room there would require silence for a certain time?—He always did in our house.

1705. Even supposing such a room as 14 boys?—Yes; in fact more so, because it would be the more required.

1706. Practically, have you formed any opinion as to the advantage of having a good number of boys in the room, or having only in one or two as in some schools?—I think having a good many is preferable.

1707. Even for boys of the age of the sixth form?—Yes, I think so.

1708. On what ground?—You can then always have one sixth fellow in each dormitory in a house.

1709. You think order is better preserved by having the rooms so arranged that you could have a senior boy in each?—I think so, certainly.

1710. Is it so comfortable for the senior boy?—No.

1711. Has he the opportunities of reading privately which he would otherwise have?—He would only have to see that they are all in their rooms; then he would have to keep silence for about five minutes; then he would wait about a quarter of an hour to see them all in bed, and then go down again.

1712. (*Mr. Thompson.*) How late would he sit up?—If he got special leave he could sit up till 12.

1713. (*Mr. Vaughan.*) When is he expected to be up in the morning?—He has to be down in big school at 7, and he usually gets up about half past 6.

1714. Would not that be rather a short allowance for a growing boy, we will say from half past 12 to 6?—Very few fellows do sit up. They generally go to bed about half past 10, and it would be only the sixth who could sit up.

1715. (*Sir S. Northcote.*) Without special leave how late could they sit up?—Till half past 10.

1716. (*Mr. Thompson.*) Do the boys ever get up very early in the morning for the purpose of reading?—They did in the summer half frequently.

1717. Instead of working at night?—Yes; because they could not get leave.

1718. They might get up in the morning?—Yes.

1719. (*Mr. Vaughan.*) Would it be a consequence of a sixth form boy not going to bed at the same time that the room would be without a ruler?—I think when once they got into bed they did not want to get out again.

1720. Sleep governs then?—Not actually sleep, but they begin to talk.

1721. (*Lord Devon.*) How late are they allowed to talk?—As long as they like.

1722. Till the sixth form wants to go to sleep?—No; as long as they like.

1723. (*Mr. Vaughan.*) You think there was no

bed-room bullying at all?—I do not think there was.

1724. (*A Commissioner.*) No turning of beds?—No, I do not think so. There was sometimes a little disorder if the sixth fellow was late.

1725. Nothing serious?—Nothing serious.

1726. (*Lord Clarendon.*) How much private tuition was there at Rugby?—We used to have to go in for about an hour every other day, besides having one copy looked over every week by the private tutor, and you could always refer to him when you wanted to.

1727. Did every boy have a private tutor at Rugby?—Yes, as soon as he got into the middle of the school.

1728. (*Lord Lyttelton.*) You mean, the boarding-house tutor is a private tutor?—Yes.

1729. (*Lord Clarendon.*) When a boy got into the middle of the school he was obliged to have a private tutor?—Yes; he must have one, because there is a special classical subject, which is called extra; but you really must do it if you want to have any position in the form at all.

1730. Was that paid for as an extra by his parents? Yes; I think it was 10*l.*

1731. Will you tell us exactly what the private tutor did for the boy?—He used to take you when you first came and examine you, in order to place you in form; and after he had placed you, you used to have to go to him regularly every other day for an hour to be heard this classical subject.

1732. Was this classical subject part of the school work?—Yes, it was quite as strict as the school work. You must do it.

1733. I mean, it was not a subject in class?—No.

1734. (*Lord Lyttelton.*) Who would be the private tutor in the case of a boy who was in the school house?—There is generally some one who is called tutor of the school house.

1735. But not always?—It is Mr. Scott at present.

1736. It was not always so?—Yes, there is always some one appointed. There was Mr. Benson when I first went.

1737. When you say that a boy in the middle of the school has a private tutor, do you mean, that a boy who is in a boarding-house from the first does not consider his boarding-house master to be his private tutor till that time?—Well, he would; but I should not think it was so in the lower school.

1738. Not to do the extra work, you mean?—No, not to do extra work. I know, for instance, that foundationers did not have tutors till they got to the middle school.

1739. They lived with their parents?—Yes.

1740. I am referring to the case of a boy who was in a boarding-house all along?—He would have a tutor all along.

1741. Would he find any difference in rising in that part of the school?—It would be unpleasant, because he would want to be helped in his preparation.

1742. Would not he pay the same all through?—I do not think he need if he refuses to have a tutor; but I do not remember a case of anyone refusing.

1743. Generally speaking, all the boys in the boarding-houses are on the same footing as to the tutor?—Yes.

1744. Both for lessons and general superintendence?—Yes.

1745. (*Lord Clarendon.*) If a boy wished to read any particular subject with his tutor, could he do so; or does the tutor prescribe what it shall be?—The tutor, I believe, generally puts it to the vote in the beginning if you are in the sixth, and in the lower forms the masters settle it, and at the end of the half, each form is examined in that subject.

1746. That is in the business done with the private tutor?—Yes; it is called an extra. It counts an immense deal in the marks.

1747. It is a competitive examination between the different houses in the work done with the different private tutors?—It does come to that a great deal.

1748. You say that it procures a great number of marks?—A very great number.

1749. (*Lord Lyttelton.*) What examination do you call that?—It counts either in the long list at the end of the half, or in the extras.

1750. Do you call it the extras?—That is called the classical extra.

1751. (*Lord Clarendon.*) There is a good deal of excitement among the boys about it, is there not. They always know that it counts more than anything else?—Yes.

1752. Is there an *esprit de corps* among the different houses, as to which shall stand best in this extra work?—Of course there is among the higher ones. I do not know whether there is among the lower ones. I think they only regard their place in form.

1753. The honour of the house does not enter much into consideration?—No, except among the bigger ones.

1754. (*Mr. Thompson.*) Do you remember how long this institution has existed?—I do not know how long. It was there all the time I was there.

1755. Do you think, speaking from your own experience of Cambridge, that Rugby boys read more or less than boys occupying similar positions in other public schools; I mean the head boys of Rugby. Do you think they have read more or less than the head boys of Eton?—I think they have read more than the head boys of Eton and Harrow, but not more than the head boys of Shrewsbury.

1756. How many Greek plays do you suppose a boy, coming from the front ranks of Rugby up to Trinity or Balliol, would have read?—I suppose he would have read about ten.

1757. Including Aristophanes?—No, not including Aristophanes.

1758. Of Aristophanes, how many would he have read?—About four.

1759. About how many books do you think he would have read of Thucydides?—I should not think more than two.

1760. And of Herodotus?—There we never went straight through a book; we read mere extracts.

1761. Did you read Xenophon's Historia Græca?—I never was in the lower forms. It depended a great deal upon where you came in. If you came in high, you never read any of it.

1762. Demosthenes, and the Orators; did you read much of those?—There was one form in which we all read the Aphobus or Conon.

1763. That was owing to the assistance of one of the masters?—Yes.

1764. Would you have read the De Coronâ?—The chances are we should have read that. I think it was possible we should have read Æschines.

1765. Any Plato?—Yes; a tolerable amount of Plato.

1766. Three or four dialogues?—Yes.

1767. And I suppose a little sprinkling of Aristotle?—I do not think we read any Aristotle. I never read any.

1768. You have read in proportion in Latin authors, I suppose?—Yes.

1769. Rather more perhaps?—I do not think it would be more, because in the sixth we had it equal: we always had the four subjects.

1770. How many books of Livy would you say a model boy would read?—Well, I suppose about three. I do not think more.

1771. And Tacitus?—Well, Agricola and Germania.

1772. And of Cicero's orations?—Generally one.

1773. (*Lord Lyttelton.*) Any of his philosophical writings?—Yes; we used to read them in the sixth; the De Naturâ and always some of the Tusculans.

1774. (*Mr. Thompson.*) And any poetry, I suppose in proportion?—Yes.

1775. You had read all Virgil probably?—I do not think we had.

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1776. (*Lord Lyttelton.*) Had you read the Georgics?—Yes; and the Eclogues.

1777. (*Mr. Thompson.*) And the Æneid?—Yes; I did some I think; it depends so very much on whether you stay a long time, of course.

1778. Horace you would have read through, I suppose?—Yes.

1779. And Juvenal?—I did not read a word of Juvenal.

1780. That was accidental. It is not forbidden in the school?—No.

1781. Lucretius would be read in extracts, I presume?—No; Dr. Temple read a great deal of that. We read three books. When he first came he read very fast, faster than he is reading now.

1782. Now as to plays, Terence or Plautus?—We read three plays of Plautus.

1783. (*Lord Clarendon.*) Is there a great deal of independent work done?—I should say next to none.

1784. In that the industrious boys were not industrious?—They spent so very much time over copies, exercises.

1785. (*Mr. Twisleton.*) So that their time is occupied in fact?—I think it is pretty well.

1786. (*Lord Clarendon.*) Do you think there is too much original composition at Rugby?—I think there is too much original Latin prose. I think we have Latin themes too often.

1787. And not sufficient translation, turning English into Latin?—I do not think there is sufficient Latin or Greek prose translation.

1788. (*Lord Lyttelton.*) Into Latin?—Into Latin or Greek.

1789. Is there any Greek prose writing at all?—There is when you get into the two higher forms, I think.

1790. (*Mr. Thompson.*) Did you ever know a boy at Rugby who could write moderately good Greek prose?—I do not think I can say.

1791. (*Lord Lyttelton.*) Do you think there is enough translation from Latin and Greek into English?—I think there is quite enough of that.

1792. Is there a good deal of it?—We used to have it at fourth lessons, between five and six, and then we had to take it down and translate it in school; take it down from dictation, and then write it out.

1793. (*Mr. Thompson.*) That is, Latin or Greek?—Yes.

1794. (*Lord Lyttelton.*) Into English?—Yes.

1795. Was it thought important with reference to the power of writing English?—Yes.

1796. Did they repeat a great deal by heart?—No; I do not think they repeated by any means enough.

1797. (*Mr. Thompson.*) How much do you think they do?—It is not that they do it; they generally say very little. I do not think they are strict enough about it.

1798. How much is supposed to be recited?—They sent in as little as 10 lines.

1799. Would that be considered an average task?—20 was generally what we did.

1800. But 20 would be enough if it was done well?—If it was well done; I do not think it is well done, as a rule.

1801. (*Lord Clarendon.*) Did this insufficiency of translation from English into Latin and Greek occur to you at the time, or has experience shown it to you since you have been at the university?—I think it occurred to me at the time partly, and of course I have seen it more since I have been at the university.

1802. You think if there had been more translation it would have given you greater facility at Cambridge?—Yes, I think so.

1803. In fact, you felt the want of it there?—Certainly.

1804. And your opinions on the subject, which you formed at Rugby, have been strengthened since you went to Cambridge?—Yes.

1805. (*Sir S. Northcote.*) Boys who went up from Rugby to try for open scholarships, felt themselves at some disadvantage in consequence of not being practised at translations, did they not, occasionally?—I should think they would, certainly, in Greek prose; I do not know that they would in Latin.

1806. (*Mr. Vaughan.*) Would you ascribe any deficiency to Rugbeans either in the habit and power of interpreting difficult classical passages, or of rendering into adequate English choice passages on paper?—I do not think it would be in finding English, because I think we had enough translating into English, but it was in the translating out of English that we did not do enough.

1807. (*Lord Lyttelton.*) Do the boys help each other in composition at all?—Yes, a good deal.

1808. That is not thought ill of by the general feeling of the school?—No.

1809. Do they make use of translations which the masters are not supposed to allow?—A great many of them do; I think it is pretty even.

1810. (*Lord Clarendon.*) Do the boys prepare their lessons alone or together?—It just depends on the character of the boy, and whether there is a fellow he likes in the same form with him; there are so many chances.

1811. He has no other place to prepare his lessons in but his bedroom?—Yes, in his study.

1812. (*Mr. Twisleton.*) Do the boys, before they say their lessons to the master of the form, construe their lessons to a tutor or to any one else?—Not to a tutor; they do to themselves. They construe it over.

1813. But to no tutor?—No.

1814. So that there is one preparation of their lessons, namely, for the master of the form?—Yes.

1815. (*Sir S. Northcote.*) Did they show their exercises up to more than one master? Did they show them up to a tutor before they were shown up in school?—They are shown up to the master in form; then he signs them; then they go to the tutor; then they have to write out a fair copy, and then go back to the master to be marked.

1816. They are looked over practically by two masters?—Yes.

1817. (*Mr. Vaughan.*) Supposing a præpostor sees a boy preparing his lesson with a translation, would that be a matter which he would be disposed to take cognizance of?—No.

1818. (*Lord Clarendon,*) What do you think are the principal stimulants to work at Rugby. Do you think it is the hope of a prize, the desire to rise in places in the school, or the fear of punishment?—I think those are the three chief ones. There would be the desire to rise and get a good position in the school, which would be a very great one indeed, and then prizes, of course, would be a great stimulus, because we have got an immense quantity of prizes at Rugby; and, of course, if there is a fellow low in the house, the sixth fellows would be perpetually at him, till he was anxious to get out of his form for the honour of the house.

1819. As far as you know, does the influence of home operate well on the boys?—I think it does.

1820. Speaking generally, the parents of boys at Rugby desire that they should advance, and take interest in their progress?—Yes; I should think that was the case at Rugby, particularly.

1821. (*Lord Lyttelton.*) The parents are very many of them in that class of life in which it is of some importance to them?—Yes; I should think there were very few who came to Rugby who were told, "Oh, it does not matter how you do."

1822. The general body of the school took great interest in the public competitions, and the prizes, and so on?—Yes, I think they did, certainly.

1823. (*Sir S. Northcote.*) Do you think the boys are at all overworked?—No, I do not think they are.

1824. (*Mr. Vaughan.*) How are the boys satisfied with the working of the parallel forms?—I think they are very glad that they get out quicker than they used to; the fellows who are good fellows

having to go through so many forms, of course lazy ones found there was more chance of their remaining low.

1825. But how are they satisfied with the fairness of it, as between two forms that are parallel?—They think it is fair. Of course, if there is one master who is popular, and one who is unpopular, there would be a great rush to get into the popular master's form.

1826. Do they think that arrangement is satisfactorily managed at present?—I think they do.

1827. (*Sir S. Northcote.*) How is it decided which of the two parallel forms a boy goes into?—If the fellow was the pupil of one of the masters, he would go into the other master's side to a great extent; it is a good deal chance.

1828. I mean when you talk of a rush to get in, is there anything that a boy can do to get himself placed in Mr. A.'s form rather than Mr. B.'s?—He would go to his tutor, and say, "Do get me into Mr. "A.'s if you can."

1829. Who settles it, Mr. A. or the Head Master?—I think it is decided by the Head Master, but I do not know; it is a state secret.

1830. (*Mr. Thompson.*) It would be a very great disadvantage, would it not, in many cases, for a boy to miss being under an eminent teacher in consequence of this division of the form?—Yes, that would certainly be a disadvantage to him, but I think the chances are pretty even of getting a good master.

1831. And the next time he may get a better?—Yes.

1832. (*Mr. Twisleton.*) It might also happen that he might evade an inferior master?—Yes; I have known some cases where a boy's master has been moved up with a fellow at the same time; that is very objectionable. I think there would be the same objection to the double remove which would be the other plan they would have to adopt.

1833. (*Mr. Vaughan.*) Would a boy high in the school feel a disadvantage in having been under an inferior master for half a year. Do you think, as a matter of fact, it was felt by the boy himself?—Well, of course if there were a master who had got a bad name, it would be the fashion to say, "What a nuisance it is!"

1834. (*Mr. Thompson.*) That might be made up to him in some measure by his private tutor?—Yes; that is one of the advantages of having a private tutor.

1835. (*Lord Lyttelton.*) How many hours do you think a studious boy worked, taking the whole work together?—I should think he would be in for an hour at first lesson.

1836. I do not want the particulars, but the sum total of the work of a studious boy fond of it?—Supposing he went in for games at the same time, I should think he must do about eight hours.

1837. And, perhaps, close to the vacation a little more?—Yes.

1838. (*Sir S. Northcote.*) He would work eight hours on full days, or on the average, do you mean?—I should think that would be a tolerably full day.

1839. Do you think they work more than 30 hours a week?—I should think so.

1840. (*Lord Clarendon.*) Is there much intercourse between the Head Master and the other masters and the boys?—Very much, I should say; there is a very great deal between the Head Master and the boys, and with most of the under masters.

1841. (*Lord Lyttelton.*) What intercourse was there between the Head Master and boys in the lower part of the school?—Well, he would always come across them when he went round the forms; if they were in his house of course he would always see them; then in the Close he is always about.

1842. Does he go among them in the games?—Yes, he is always there.

1843. The personal character of the Head Master was very perceptibly felt?—Very perceptibly, indeed.

1844. (*Lord Clarendon.*) There were kindly relations between him and the boys?—Yes.

1845. (*Lord Lyttelton.*) Not merely in his public character, but as an individual?—Yes.

1846. And with the other masters, too?—Yes; I should say the general feeling was very good.

1847. (*Lord Clarendon.*) In fact, they were all in the same boat together?—Yes.

1848. (*Mr. Thompson.*) Was it usual for the masters to join in the games?—Not as a rule.

1849. There were exceptions?—Yes, about four or five would join; one of them was the best player in the school.

1850. At cricket?—No; at football.

1851. (*Lord Clarendon.*) How much time is given to modern languages at Rugby?—About two hours a week in school. Of course, you have to prepare your lessons and do your exercises.

1852. Is much attention paid to the masters during the lessons?—I think so.

1853. Do you think there is a desire to get on in modern languages?—I think so.

1854. Their importance is recognized?—It counts in marks a good deal, and that is how they estimate it.

1855. How is the French taught there; in classes?—Yes; they have to go in and take an exercise, and then construe some out of a book.

1856. It is part of the Rugby school work?—Yes.

1857. There is one gentleman who is, I think, a German?—Yes.

1858. (*Lord Lyttelton.*) One German, and the other an Englishman?—Yes.

1859. And the German has never any difficulty in keeping order there?—I do not think he has.

1860. Has not the foreigner more difficulty than the other in keeping discipline?—I do not think he has, but he is a very able man.

1861. Has not the Englishman a great advantage?—I should think as a rule certainly an Englishman would have.

1862. (*Lord Clarendon.*) Did you acquire any proficiency in French at Rugby?—I did not do any French while I was there; I did German.

1863. Did you know any German before you went there?—No, none.

1864. What were you able to do when you left Rugby; could you read an average German book with facility and ease to yourself?—Yes, pretty well. We used to read books like Max Müller's Selections, looking out about six words in a page.

1865. Could you read Schiller?—Yes, pretty well.

1866. (*Mr. Vaughan.*) Could you do it well by grammatical rules; could you have parsed it as you would a Greek sentence?—Yes; they were very particular about that.

1867. (*Sir S. Northcote.*) Could you speak it at all?—No, we could not speak it.

1868. (*Lord Lyttelton.*) There was no practice, I suppose?—When M. Vecqueray came they began to speak to him for about an hour.

1869. (*Mr. Twisleton.*) Did the boys like learning German?—Some wanted to learn it very much.

1870. (*Lord Lyttelton.*) What was the feeling about German and French; do you think the boys had more liking for one than the other?—I do not know. French was not learned in the higher forms while I was there; they only began lately.

1871. Has it ever occurred to you since you have left, from what you have seen at the university or elsewhere, that the French ought to have been taught more?—I thought the French ought to have been taught more than it was, but it was taken for granted that you knew it.

1872. Was it the impression of the school that German was of equal importance with French?—Yes, I think so. Of course, in the middle school they always learned French, but it was in the upper school that they did not learn French.

1873. If a boy took to learning French in the upper part of the school at Rugby, with what object

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do you think he did so?—It would depend a great deal upon what he was going to do in after life.

1874. For what sort of career in after life would you say that German would be of importance to him as a student?—I should say that the classical fellows at Rugby rather thought it was unnecessary. There was rather a feeling that it was *infra dig.*

1875. Was it not optional to them whether they should learn German or French?—When I left we always had German as a matter of course. I believe since they have got French parallel with it, and they do both.

1876. Was it not felt that French would be wanted for them in the intercourse of life?—Yes; but it was always supposed that they ought to know it.

1877. With what purpose did they think the German was learnt. Was it merely as an exercise, or was it for the literature?—No; for the travelling I should think, most. I do not think they had any great idea of the literature.

1878. (*Mr. Vaughan.*) There was a part of the school in which they were compelled to learn French?—Yes; the middle and the lower school.

1879. (*Mr. Twisleton.*) When you left, could you yourself with tolerable ease read a French book?—I did it when I went there. I did not learn French there.

1880. When you left were you still able to do so?—Yes.

1881. When you left Rugby, you were able to read easy French and German books?—Yes.

1882. (*Lord Lyttelton.*) Were you required to pronounce accurately?—Yes; that was the object of introducing the conversational class.

1883. The conversation was thought an important point?—Yes.

1884. Do you apprehend the boys who could pronounce French well on arriving at Rugby would keep it up well?—I think they would do that. I think all the other fellows who did not know French and German would take care to exercise them whilst they were there.

1885. (*Mr. Vaughan.*) There was an alternative at Rugby, was there not, between learning modern languages and learning physical science, or was that not so in your day?—Yes, it was the case in my day; but I do not know much about how the other thing was conducted.

1886. Do you happen to know whether there were many who took advantage of the alternative in favour of the physical sciences at the top of the school?—I should not think there were many; I should think about four or five in the sixth.

1887. They were not allowed to learn it in the lower part of the school, were they?—I think they could in the upper school.

1888. But they were not allowed to learn it in the lower school?—Not unless they showed that they really did know something about it; I believe they were then.

1889. (*Lord Lyttelton.*) Do you think there was any feeling in the school about learning modern languages, that it was an interference with the school-work, or superfluous?—I should say, that probably the higher classical fellows did think that they were a bore.

1890. Do you think it would be an unpopular thing among the boys to give them a more solid place in the school teaching?—I think it would; more solid than they get at present.

1891. (*Lord Clarendon.*) Did you pay much attention to history and geography when you were there?—I do not think we did enough by any means.

1892. Are you alluding to modern history, or ancient?—Modern.

1893. Was there any instruction given in modern history and geography?—It was just a chance till we got into the sixth. We had only one day that we learnt history, and the master generally chose ancient history.

1894. (*Mr. Thompson.*) Had you not some regular course of history through which every boy went?—We always had to learn Smith's History of Greece, and a history of Rome.

1895. (*Lord Lyttelton.*) Was Dr. Temple the Head Master the whole time you were there?—Only three years.

1896. Previously it was Dr. Goulburn?—Yes.

1897. How is modern geography taught. Is it taught separately, or combined with anything else?—I think it is generally combined with something else; except that you have occasionally to do a map.

1898. What part of the school do maps?—I think all the school do now.

1899. (*Lord Clarendon.*) What maps. Is it tracing maps only?—Tracing maps, chiefly to show the physical bounds.

1900. You stated you did not think there was enough attention paid to modern history and geography, and you have given a clear account of the manner in which the time is filled up at Rugby; how would you propose that modern history and geography should be introduced. Would you advise that something should be subtracted from the present curriculum, or do you think that these subjects could be superadded?—I think they might have taken a little out of the classics. One hour a week would not have taken much out of the work.

1901. Supposing you were able to subtract anything from the classical work, what would it be, verses?—No; I think I should take out some translation. Just one hour.

1902. There is some attention paid to natural science is there not, at Rugby?—Yes, there is.

1903. Chemistry is included?—Yes.

1904. That was only just beginning, I suppose, when you left?—It was only just started when I left.

1905. Was there any instruction in drawing and music?—You could get it extra.

1906. And that did not count as part of the regular school work?—It did not give marks. I believe drawing does gain marks now at the examination at Christmas.

1907. (*Mr. Thompson.*) You were speaking of two years ago?—Yes.

1908. (*Lord Devon.*) Have you ever seen reason to think that the attendance on the class, either of physical science or of modern languages, has been entered into with a view of getting off part of the school work?—Yes, I think they got off verses.

1909. I only meant to ask this; have you reason to think that the less clever or the less industrious boys have gone into the modern language or the physical science line in order to save themselves from work in other departments?—No, I do not think so.

1910. (*Mr. Thompson.*) You say that you think modern history is deficient, but is it not the case that a considerable portion of modern history has to be prepared for the examinations?—Yes, certainly; you may take it in as an extra.

1911. And at the examinations for scholarships in June?—Yes, there it would come in, because Dr. Temple generally reads modern history with the form, and that is the exception.

1912. You are examined; it tells towards the result, does it not?—Yes.

1913. (*Sir S. Northcote.*) Did boys read modern history at all themselves?—Yes, I should say some of them did.

1914. Was there much private reading of modern literature?—I do not think there is very much.

1915. Did boys read much poetry?—Yes, a good deal of poetry, and Carlyle.

1916. Do you suppose many of the boys had read Shakspeare?—Yes, a great many read Shakspeare, and whilst we were there we occasionally read Shakspeare together.

1917. Carlyle you mentioned; was Carlyle a favourite author?—Yes.

1918. What other modern authors should you say were favourites?—I think they generally were novels.

1919. (*Lord Devon.*) Was any poet particularly

favoured—Tennyson?—Yes, they always took out Tennyson; I do not know how much they read it.

1920. Wordsworth?—I do not think much Wordsworth.

1921. (*Lord Lyttelton.*) Living authors, I suppose, more than others?—Yes.

1922. Did they read Macaulay?—Yes.

1923. (*Mr. Thompson.*) Were they obliged to read any of what is called classical poetry, such as Dryden and Pope?—No, I do not think they took that out, except in reading Homer and Virgil.

1924. (*Mr. Twisleton.*) I suppose Shakspeare?—Yes.

1925. (*Mr. Thompson.*) A boy might leave Rugby without having read a line of Dryden?—Yes.

1926. (*Sir S. Northcote.*) What sort of novels were they, Sir Walter Scott's?—Sir Walter Scott and Kingsley were very popular; Dickens, of course.

1927. (*Mr. Thompson.*) Thackeray, perhaps?—Thackeray was not a favourite so much.

1928. (*Sir S. Northcote.*) Had you a debating society?—Yes, we had it. There would be a pause for a half, and then it would start again.

1929. What sort of subjects were debated there; politics at all?—Yes.

1930. Quite modern politics, the politics of the day?—Yes; we used to have questions on that; the present Government was one.

1931. (*Lord Lyttelton.*) Had you historical questions as well?—Yes; we always had Charles the First.

1932. Was that a regular institution. Was it always held in the same place?—Yes; but then it used to stop for about half a year, and then go on again.

1933. Though it was suspended, was it the same institution. Did you keep its records?—Yes, we kept records.

1934. Of the debates?—Yes, that is to say, of who spoke; not of what they said.

1935. You could tell when it was founded?—Yes; and there was a printed book of rules.

1936. (*Sir S. Northcote.*) Were boys elected into it?—Yes, by ballot.

1937. How were boys elected into it; was it that the boys who were most distinguished in the school were generally elected, or was it a question of popularity?—It was always a great dispute whether we should elect fellows who could speak, fellows to do the society good, or the society to do the fellows good.

1938. (*Lord Lyttelton.*) How many members were there?—Thirty-three.

1939. Was it reckoned a distinction to be elected into it?—I think it was.

1940. Did the school take interest in it?—Yes, I think they did.

1941. (*Sir S. Northcote.*) Were they all in the sixth?—No.

1942. About what proportion of them may have been of the sixth?—About 18 would be.

1943. (*Lord Lyttelton.*) The sixth had no positive prerogative above the others?—I am not sure; I do not think they had.

1944. What time of day did you meet?—We generally met at 2, directly after dinner.

1945. How long would the debates last?—It went on till 4.

1946. Would a speech last as long as 20 minutes or half an hour?—Yes, it might, certainly.

1947. Would the boys take pains and read up in order to prepare for the debates?—Certainly.

1948. Do you think the boys acquired a certain amount of historical and other knowledge, through the society?—I think so, certainly.

1949. (*Sir S. Northcote.*) Had the boys any magazine or periodical of their own writing at the time you were there?—Yes, a book called "The New Rugbean."

1950. (*Mr. Twisleton.*) Was it possible for boys at lessons to miss reading their lessons often without being detected?—I do not think it was, because there is a chance that a master interposing questions would see that a fellow did not know much about it, and he would at once put him on.

1951. In the same way, when lines were learned by heart, when boys had to repeat lines by heart, was it possible for them to shirk learning the lines?—In one form it was generally very easy.

1952. Will you explain why in that form?—Because the master did not adopt the system of hearing them all, and in most forms they would have them all up one after another.

1953. Did a boy know whether he was likely to be set on, and if set on, did he know where he was likely to be set on?—I do not think he could well guess.

1954. (*Mr. Vaughan.*) Was it the case at Rugby that the boys who were distinguished as scholars were also good at the games of the school?—I should think it was. In the case of football it was, certainly, because a sixth fellow was supposed to take a "cap" directly he became a sixth fellow, and we had a sixth match and a fifth form match, which made you very anxious to play football very well for the sake of the sixth.

1955. With regard to the cricket?—Cricket was just a chance I think, generally. They played because they had been there longer than most.

1956. They did not drop out of it as a class?—No.

1957. Now, for instance, in the eleven, which represented the best players of the school would you have a fair sprinkling of men who were quite high in the school?—Certainly; sometimes we could play the school. The football kept that up very well indeed, because the head of the school was, *ex officio*, head of football, so he always had to play.

1958. Was not the hounds a regular part of the games at Rugby?—Yes; hare and hounds.

1959. That was chiefly for running and jumping hedges?—There were two things. There was hare and hounds, and house leaping. Hares and hounds was simply a run out into the country—a fixed run which one knew, and at house leaping, you went out jumping the brooks and the hedges, and there were always one or two jumps the beauty of which was that you must get in.

1960. (*Lord Lyttelton.*) They were both very hard exercise, were they not?—Yes; house leaping came on in ordinary when we had nothing else to do.

1961. What was the length of the run—very long was it not?—Some were very long.

1962. (*Lord Clarendon.*) Ten miles were they?—Yes, even 12.

1963. (*Sir S. Northcote.*) Has not Dr. Temple altered the length of the run?—He makes them have notes, before they run out, from the doctor. It is very seldom such long ones are run. They are most of them about five or six miles.

1964. (*Lord Devon.*) You say boys must have a note from the doctor, does that apply to every boy, or only those who wish to get them?—It applies to all who run for the "Crick."

1965. (*Lord Clarendon.*) I think you said it was about two years since you left?—Yes; I left in June.

1966. There has been time enough therefore for you to reflect on the time you passed at Rugby. Do you look back to it with satisfaction. Do you think that time was as well employed as it could have been in an educational point of view?—I think it was as much so as it could have been.

1967. You could not imagine any better manufactory for turning the raw material to the best account?—No.

1968. And, with the exception of one or two matters that you have alluded to, perhaps not sufficient translation into English, and not time enough given to the modern history and geography, which you think might be usefully substituted for some part of the classics, there is nothing that you would suggest or which occurs to you for the honour of the school and the advantage of those who attend it,

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which could be materially altered?—I do not think there is anything at all.

1969. (*Lord Lyttelton.*) Do you find the position of the Rugby boy generally as good as any other at the university?—I think so.

1970. (*Lord Clarendon.*) In short, as far as you can judge, the system at Rugby is as near—I will not say perfection, but is as good as the system of a public school could be made?—I think so, certainly.

1971. In fact, you look back to the education you received there with gratitude and satisfaction?—Most decidedly.

Victoria Street, Wednesday, 17th December 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART.
HON. EDWARD TWISLETON.
REV. W. H. THOMPSON.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

A. Sidgwick, Esq.

17 Dec. 1862.

ARTHUR SIDGWICK, Esq., called in and examined.

1972. (*Lord Clarendon.*) How many years were you at Rugby?—Six years.

1973. When did you leave it?—In the summer of 1859.

1974. Did you go straight to Trinity College, Cambridge?—Yes, in October term following.

1975. And you are at Trinity now?—Yes.

1976. Would you have the goodness to give us your opinion of the monitorial system at Rugby, both the duties and the powers of the monitors, and the way in which they are exercised?—The duties are generally to look after the morality of the school, to prevent all offences they know of, and to keep order in the houses.

1977. When you say the morality of the school, does that imply something more than the mere order and discipline of the school. I mean, do the monitors take care, as far as they can prevent it, that there is no drinking, gambling, nor bad language?—Yes.

1978. The checking of these would all come within the duties of a monitor?—Yes; all of them.

1979. And do you consider that those duties are strictly performed?—Yes; I think very fairly indeed.

1980. The authority of the monitor in those respects is cheerfully acknowledged?—Yes.

1981. And supported by public opinion in the school?—Yes, certainly.

1982. What effect should you say the exercise of that sort of power had on the monitors themselves. Do you think that it inspires them with a sense of responsibility or makes them arbitrary?—I think in most cases it inspires them with a sense of responsibility. It is looked upon as a matter of course by all who get into the sixth form, that they shall have these powers, and in most cases that they shall exercise them properly.

1983. And a monitor in exercising those duties, does not make himself unpopular?—No.

1984. He would rather lose respect if he did not exercise it properly?—Yes, certainly.

1985. What punishments have the monitors power to inflict?—Impositions and caning.

1986. Which do they resort to most?—To impositions for small offences, but there are plenty of instances of caning.

1987. Is it caning on the hand or on the back?—On the back.

1988. What is the amount of imposition a monitor can set?—I do not fancy there was any limit; I never heard there was any.

1989. Except his own judgment?—His own judgment, and subject to an appeal to the Head Master, or the master of the boarding house.

1990. Is there often an appeal from the monitor to the master?—I have known a few cases; not many.

1991. (*Lord Lyttelton.*) What is the maximum length of an imposition?—An ordinary length is about 300 lines.

1992. It is beyond that sometimes?—Yes; it is occasionally doubled for contumacy.

1993. Is it ever as low as 50 lines?—Yes.

1994. (*Lord Clarendon.*) To write?—Yes.

1995. Is there ever any repetition?—I have never known any.

1996. I suppose in general the master upholds the position of the monitors?—Yes; almost universally.

1997. Appeals are not encouraged?—No.

1998. (*Sir S. Northcote.*) Do you require what is written to be written decently, or do you take anything?—We take anything.

1999. (*Mr. Thompson.*) Has that a good effect on the handwriting of the school?—Very bad, I should think.

2000. Do you think Rugby boys write much worse in consequence of this practice of impositions?—I do not think so.

2001. You mean, perhaps, that the tendency was bad, but that it was counteracted by the efforts of the boys?—Yes; and also that other boys have to do impositions in other schools, if not for the præposters, for the master.

2002. You think, perhaps, that the average handwriting would be better throughout the public schools if the practice of impositions were not so general?—I think it is possible.

2003. (*Lord Clarendon.*) Was there much drinking or immorality of any kind at Rugby?—There were very few cases I knew of.

2004. Were those of drinking?—Yes; there were four or five of drinking that were generally known of while I was there.

2005. Was the practice condemned by public opinion, or was it looked upon with indifference?—It was entirely condemned, I should say.

2006. You would say it was only confined to a very few?—A very few indeed.

2007. And the habit of the school was against anything of the kind?—Yes.

2008. Was there much bullying while you were there?—There was very little in public. I cannot answer for the boarding houses; of course it is possible it might have gone on in the boarding houses to a great extent without its being generally known.

2009. (*Mr. Thompson.*) You were a town boy?—Yes; I was not in a boarding house.

2010. (*Lord Clarendon.*) As you were a town boy, I will ask you as to your relations with the other boys of the school and the boarders. Were you on a perfect equality with them?—Perfectly.

2011. You never had any reason to think yourself at a disadvantage?—No, not in the least.

2012. And you would say the same generally for those who were town boys?—Yes; with the exception of those who were the sons of Rugby tradesmen.

2013. (*Lord Lyttelton.*) How many of them were

there?—There were none when I went there; and when I left there were about 20.

2014. And they were clearly at a social disadvantage, were they?—Yes, I should say so.

2015. (*Mr. Thompson.*) How do you account for the increase in their numbers?—I do not know.

2016. Was any new regulation made giving them easier access to the school?—None whatever.

2017. It was merely accidental?—Yes.

2018. And these boys were not well treated?—Well, they formed a set by themselves; whether from necessity or from choice I cannot say.

2019. They were not bullied?—No.

2020. But rather what we should call "cut"?—They appeared to keep to themselves.

2021. (*Lord Clarendon.*) Were you a town boarder from the accident of your family residing there?—Yes.

2022. Habitually, or did they come to reside there?—They came to reside there on purpose.

2023. I suppose you were subject to being fagged just the same as if you were in a boarding house?—The town boys generally were.

2024. What was the system of fagging there. Who had power to fag?—Any member of the sixth form.

2025. At what distance from the school did you live?—About 600 yards.

2026. There is a prescribed limit, is there not?—I think it is three miles; three or five, I am not sure which.

2027. Where do the town boys have their meals?—At home.

2028. All of them?—Yes.

2029. There was no instance of a town boy boarding in the house, although he might go home to his parents of an evening?—There was no instance of that. There were some instances of town boys, that is to say, of the sons of people living in Rugby, who were sent to the boarding houses, who were permanently at the boarding houses.

2030. And who did not go home at night?—Yes.

2031. Your habit was to go home for your meals?—Yes.

2032. You had no meals whatever, except at home?—No.

2033. (*Mr. Twisleton.*) Do you consider there were some advantages connected with living at home, or do you think the plan of coming to the school and living wholly in a boarding house was better?—I should say on the whole it was far better to be in a boarding house for most boys.

2034. (*Lord Lyttelton.*) On what account?—Because they would mix better; they would generally mix more with the other boys, and they would not be subject to any home influence at their work, which might be deleterious.

2035. (*Mr. Twisleton.*) Might not home influences on their character be favourable?—Yes, that is possible.

2036. (*Lord Lyttelton.*) Do you think the full benefit of the public school system would be better enjoyed in the boarding houses?—I think so.

2037. (*Mr. Twisleton.*) Do you think a studious boy would have more opportunity of reading in a boarding house than he would at home?—I should say on the average he would.

2038. I am supposing a studious boy and a boy of some character; I am not supposing an idle boy, but a studious boy?—Yes, I think perhaps he would on an average.

2039. (*Lord Clarendon.*) You took your share in the games just the same as if you were in a boarding house?—Yes.

2040. You were not in the eleven, were you?—No.

2041. Did the home boarders spend their Sunday entirely at home, or did they go to the chapel with the other boys?—They went to the chapel.

2042. In all other respects your Sunday was passed like that of the other boys?—Yes.

2043. In the afternoons you had a good deal of leisure; did you spend them at home or with the other boys?—Frequently in taking walks with the other boys.

2044. In fact you were to all intents and purposes as if you were at a boarding house as far as mixing with the other boys goes?—Except, of course, in the evenings.

2045. (*Mr. Thompson.*) Do you think you were in as good a position to form friendships with boys in the boarding houses as if you had been yourself in one?—Yes, I think so.

2046. (*Sir S. Northcote.*) Could you judge at all, in your position, whether there was much difference between the position of the boys in the other houses, or had you any means of judging whether the boys in the school house were better off than the others?—No; I should not say they were better off.

2047. (*Lord Clarendon.*) The sermons were almost entirely preached by the Head Master?—Yes.

2048. Do you consider that they were attractive to the boys, that the boys liked them much?—As far as I can judge, I should say they did.

2049. (*Lord Lyttelton.*) Were you there in Dr. Goulburn's time?—Yes.

2050. And Dr. Temple's?—Yes.

2051. Did Dr. Goulburn preach as regularly as Dr. Temple does?—Yes.

2052. (*Mr. Thompson.*) As long, or longer?—As long. Perhaps rather longer.

2053. (*Mr. Twisleton.*) Do the sermons of the Head Master produce a moral impression on the boys?—I cannot say, I am sure.

2054. (*Lord Clarendon.*) Dr. Temple used always to have boys collectively first, and then individually, did he not, in their preparation for confirmation?—I do not know, because in the course of having the boys individually he would only deal with the school-house boys; I cannot say about the school-house boys; he had all the candidates for confirmation collectively.

2055. You would consider that a town boy would have the same advantages in his assistance and advice in preparing for confirmation as the other boys?—Yes, quite.

2056. And they of course attended the Sacrament the same as the school-house boys?—Yes.

2057. (*Mr. Thompson.*) It has been given in evidence that Dr. Temple was in the habit of giving Sunday lectures on the Old Testament to the boys in his own form; did you ever attend any of those?—Yes, always.

2058. Was that custom introduced by Dr. Temple?—No; it was before his time.

2059. Dr. Goulburn gave similar lectures?—Yes.

2060. Possibly it was a tradition from Dr. Arnold's time?—Yes, I should think so.

2061. (*Lord Clarendon.*) Did you have a private tutor when you were there?—Yes.

2062. From what period?—During the whole time I had a private classical tutor.

2063. Not when you got to a certain height in the school?—No.

2064. What did the private tutor do for you, or rather, what did you do with him?—He looked over one composition every week, and we had a lesson of an hour once every two days, three times a week.

2065. Did you go to him alone, or with others?—With others.

2066. You considered you derived great advantage thereby?—Yes, during the time I was in the sixth; not much before then, I should say.

2067. Why not?—Because it was frequently not more than an ordinary lesson.

2068. (*Mr. Twisleton.*) And then, when you were in the sixth, what was the difference?—The reason is, that the sixth pupils are taken by themselves. They were so much fewer; there was so much personal teaching.

2069. (*Mr. Thompson.*) You do not mean *seriatim*?—No; but just those who were in the sixth were taken by their tutor together.

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2070. Were boys belonging to different forms taken at the same time if they were not members of the sixth?—Yes, below the sixth.

2071. The number was not so manageable?—It was as great as that of a form.

2072. How many would go to a private tutor taking the sixth?—About five or six generally.

2073. (*Mr. Vaughan.*) Were some tutors regarded as very superior tutors to others?—Yes.

2074. How did the boys feel who were planted with an inferior tutor?—They felt their misfortune, I should say.

2075. Was it felt to be a serious disadvantage?—Yes, certainly.

2076. But they could not remedy it?—No.

2077. (*Mr. Twisleton.*) It was submitted to as inevitable?—Yes.

2078. (*Mr. Vaughan.*) Was it such a disadvantage as would be felt in the competitions through the school, and the progress of a boy in the school?—I should say so, certainly.

2079. Then I suppose that those who had the misfortune to get the least good tutor would have been not very sorry to have seen the system altered?—No, perhaps not.

2080. Would they have considered it more fair, do you think, that under such circumstances there should be no tutorial system at all?—Perhaps so.

2081. (*Mr. Thompson.*) Would it have been a choice of evils, do you think?—I should say so, between a bad tutor and no tutor.

2082. (*Mr. Vaughan.*) Were the foundationers allotted to as good tutors upon the whole as the other boys?—They had their choice of tutors.

2083. Had the parent the choice of a tutor?—Yes.

2084. Was that an absolute choice, and was there no limitation of the number of pupils of each tutor that would exclude the parent often from exercising that choice?—Yes, there was a number, I believe. I have an idea that a limit was placed after I went there, but I am not sure.

2085. Was it such a number as would virtually have the effect of giving all the masters in a school a fair share of pupils?—Yes.

2086. And therefore of forcing the least eligible on the parents and boys?—The least eligible tutors would always have some, but not as many as the more eligible.

2087. There would be a sensible difference according totheir character?—The real qualities which make one tutor better than another are hardly likely to be generally known to the parents when they make their choice of a boarding house, and therefore of a tutor. Moreover, such choice is frequently directed by previous acquaintance or other accidental circumstances.

2088. (*Lord Devon.*) With regard to those who were not foundationers, how was the tutor selected there?—It was either the master of the boarding house where the boy was, or he was selected by the parent in the case of those masters of boarding houses who were mathematical or modern language masters.

2089. (*Mr. Thompson.*) Did you, as a town boy, have your choice of tutors?—Yes.

2090. Was not that a great advantage?—Yes.

2091. But counterbalanced by disadvantages?—Yes, I should say so.

2092. (*Lord Devon.*) How many pupils had he in number?—About 55.

2093. Did that admit of anything like friendly personal communication with each boy, or did he only see them in classes?—Yes; because he always looked over their composition one by one.

2094. Was there any intimate relation between the tutor and the pupil more than that required by school work?—There might be.

2095. Practically was there?—Yes, practically there was, in a great many cases.

2096. In some cases the tutor was a friend of the pupil?—Yes.

2097. Do you consider that that is a very satisfactory result of the relation?—Yes, very satisfactory.

2098. You would say that that is an advantage traceable to the system?—Yes, distinctly.

2099. (*Mr. Thompson.*) Do you think that the bad choice of a tutor ever within your knowledge has made a serious difference to any Rugby boy in his success at the school, and at the University afterwards?—Well, I think I can say it has.

2100. (*Lord Clarendon.*) Do you think that the mode in which the tutor would impart his instruction, and the encouragement that he would thereby give to or withhold from the boy, would have an influence on his character?—Yes.

2101. (*Mr. Vaughan.*) Were the tutors paid anything for the foundation boys?—Yes; as much as for the others.

2102. By the trustees?—No; by the parents of the boys.

2103. (*Mr. Thompson.*) Was that the only payment that the parents of foundation boys had to make?—They had to pay a certain sum unless they had resided two years in the neighbourhood of the school before the boy was sent there.

2104. (*Lord Devon.*) Do you know what the total cost was of a foundationer?—Before they were on the foundation, do you mean?

2105. I mean those who were living in the town; yourself for instance; do you know what the total annual cost was while you were on the foundation?—It was only the expense of the classical and mathematical tutor if there was one. There were also some small school fees, scarcely amounting to *1l.* per annum.

2106. What was that?—If there were two tutors it would be 20 guineas, if there was one it would be 10 guineas.

2107. (*Lord Clarendon.*) About how many town boarders were there?—There were about 72, I think, when I left.

2108. Did those include the sons of tradesmen?—Yes.

2109. Did that seem to be about a stationary number, or was there any notion that they were likely to increase?—No, about stationary, I should think.

2110. What, so far as you know, was the effect upon these 70 boys of home influences; should you say that those boys occupied in any respect a different position in the school; that their characters were different, or that the result of home influence was manifested afterwards?—No, I should think not.

2111. And that home influences, as they could only be of parents who came there for the purposes of education of their children, would be exercised in favour of their being studious?—Yes, in some cases, but not in others.

2112. I suppose there was more school liberty to a boy on the foundation, by reason of his living at home, than to a boy in a boarding house?—There was exemption from the boarding house fagging, that was the only difference.

2113. I mean with regard to hours and places. Was there not less restraint on the whole on the ways of a boy who was on the foundation than one who was in a boarding house?—No, there was no less restraint.

2114. For instance, after locking-up hours, were they universally kept at home?—Theoretically they were.

2115. But I meant rather to ask the practical effect?—I think the laws were broken very frequently.

2116. Do you think they were ever broken for bad purposes. I mean to say, did you see any evil that resulted from their being broken, besides that of their being actually broken?—Yes, in some cases.

2117. (*Mr. Thompson.*) In those cases the fault would probably lie with the parent or friend of the boy?—Yes.

2118. (*Lord Clarendon.*) There was no school

supervision over the boy?—There was one official who was supposed to look after them—to walk about the town.

2119. A kind of proctor?—Yes.

2120. (*Mr. Vaughan.*) From their being under the superintendence of parents, did it not naturally occur that there was less disposition to look after them even by official persons?—No, I should say not.

2121. (*Lord Clarendon.*) Would your tutor ever read with you any other than the school work?—Yes, sometimes.

2122. If you wished to read any classical author that was not in use at the school at that moment, he would have read it with you?—Yes.

2123. (*Mr. Twisleton.*) Did you in fact have any private reading with your tutor?—Yes.

2124. Can you give an idea of what it was?—Reading wherever he thought your work was deficient; he would supply it by giving you extra composition, or reading a particular Greek play, for example, or anything of that sort.

2125. Did you read with him any Greek play which you did not read in the school?—Yes.

2126. And that was not uncommon?—It was not common, I should say; it was done in a few cases.

2127. Generally speaking, the work in the school was sufficient to take up a boy's time?—Quite, I should say.

2128. (*Lord Clarendon.*) What do you consider were the principal stimulants to work at Rugby; was it the desire to get a higher place in the school?—Yes; I should think competition principally.

2129. And there was a real spirit of emulation in the school?—Yes.

2130. The success and the progress of boys were narrowly watched?—Yes.

2131. And interest was taken in their success?—Yes.

2132. And all the prizes that were awarded were known throughout the school?—Yes.

2133. (*Mr. Twisleton.*) Holidays were given for the success of Rugbeians at either of the Universities?—Yes.

2134. (*Sir S. Northcote.*) Do you think that all boys are open to the stimulus of emulation, or do you think it tells more with some than with others?—It tells more with some than with others.

2135. Do you think there is a certain class of boys in the school, quiet boys well-disposed to work, who are not much acted upon by the motive of emulation?—Yes, certainly.

2136. Do you think the Rugby system is good for them?—Well, I do not know under what system they would be better off.

2137. (*Lord Lyttelton.*) Do you think those who are likely to obtain the highest places are more under the influence of emulation, than those who are not so?—Yes, I should say so.

2138. (*Sir S. Northcote.*) Do you think the effect of emulation is to make the tutors pay more attention to those boys who are likely to distinguish themselves, and who are keen to get on?—No, I should not say so, generally.

2139. (*Mr. Vaughan.*) Do you think that upon the whole the classical education of the foundationers commences, by reason of their being on the foundation, at an earlier period than the classical education of the boys not on the foundation?—Do you mean whether they went to the school earlier?

2140. Whether they received some school instruction earlier?—No, I should not say so.

2141. You do not think, for instance, that by reason of a boy being near a great school, where he could receive gratuitous education, he began to learn his Latin grammar, and to do regular school work earlier than the others?—No.

2142. And next, in point of age, how was it; were the foundationers, as they went up the whole school, as forward as the non-foundationers for their age?—Yes, quite.

2143. And did they succeed equally well in the school work. Do you think they held their own, in point of numbers, against the same number of other boys?—Yes, I think so, on the whole. Perhaps, on the average, they were a little below.

2144. To what should you attribute that?—To accident, I think, principally.

2145. Have they done as well in the University afterwards, on the whole, as the non-foundationers?—Yes, I think so.

2146. Have there not been recently some scholarships established towards the top of the school?—Yes. I do not know whether recently.

2147. There are some at present?—Yes.

2148. Were those open to the competition of foundationers?—Yes.

2149. Did the foundationers often succeed in getting them?—Yes.

2150. Were the foundationers a stronger set of boys, do you think, at football, and games requiring violent exercise, than those in the boarding houses?—No, I do not think so.

2151. (*Mr. Thompson.*) Nor weaker?—Perhaps rather weaker, as on an average they were rather younger.

2152. (*Mr. Twisleton.*) On the whole, do you think that their living at home made them read harder, or less hard than other boys?—Well, on the whole, I should say it made no difference.

2153. You do not think that their being slightly inferior to the other boys in knowledge, and their place in the school, had anything to do with that?—No, I do not think so.

2154. (*Mr. Vaughan.*) Had they, do you think, *cæteris paribus*, a preference for the exhibitions?—No, I believe not. There never occurred a case in which I remember that happening.

2155. (*Mr. Thompson.*) We have spoken of stimulants to work. Those stimulants were very effective at Rugby, whatever they were, I think?—Yes.

2156. A good deal of work was done in the school?—Yes.

2157. Comparing it, so far as your knowledge goes, with other schools?—Yes, certainly.

2158. Do you think it would contrast favourably with some other schools in that respect?—Yes.

2159. Do you think that the Rugby boys have read as much, for instance, of the classical authors, Greek and Latin, when they come up to the University, as boys from other schools?—I should say they had read generally more.

2160. More than is read at most schools?—Yes.

2161. Should you say than at any other school?—More classics, certainly, I should say.

2162. Than at all the schools within your knowledge?—Yes; except perhaps the Eton collegers.

2163. Are you acquainted with any Shrewsbury boys?—Well, except, perhaps, some Shrewsbury boys.

2164. How many plays should you say was a fair proportion for a boy to have read when he came to college; a first-rate Rugby boy?—About 15.

2165. Including Aristophanes, or not?—I was not including it at the time.

2166. He would have read most of Sophocles?—Yes, certainly.

2167. The whole of Æschylus?—No; only two or three of Æschylus.

2168. The easier plays?—Yes. This of course can be but a rough estimate, as no two boys would necessarily have read the same when they leave school.

2169. (*Mr. Thompson.*) Do you think that the time devoted to composition in the school was sufficient?—Quite sufficient.

2170. And not in excess?—I think the time devoted to original Latin prose composition in the sixth is in excess.

2171. Was that because the subjects were unattractive, or why?—Generally there was a dislike to write them.

2172. For want of ideas?—Yes.

2173. You think it is a better exercise for boys at

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college to translate from English into Latin than to have to invent both matter and words?—Yes.

2174. (*Mr. Vaughan.*) Do you think that the encouragement of English verse writing amongst the head boys in the school was sufficient?—There is very little of it at all.

2175. Is it a fact within your knowledge, whether the value of the prizes for English verse at the head school have been diminished or not?—You mean the actual value of them?

2176. Yes?—No, I think not.

2177. (*Mr. Thompson.*) You have got several prizes at the University, have you not?—Two or three.

2178. (*Mr. Twisleton.*) Will you let us know what they are?—One for a Latin essay, and two in two successive years for a Greek ode.

2179. (*Mr. Thompson.*) You have also got prizes in the college?—Yes.

2180. What prizes?—One for Latin elegiacs, and one for Latin declamation, and one for an English essay.

2181. Perhaps you never knew, or do not bear in mind, the success of Rugbeians during the same years at Oxford in the prizes there?—I do not remember any.

2182. Any Latin verse, or English verse?—I do not think there were any prizes obtained by Rugbeians.

2183. The last year?—No.

2184. (*Mr. Vaughan.*) Or within the last three or four years, have they carried off any Latin verse prize?—No; not the last three or four years.

2185. (*Mr. Twisleton.*) How high were you when you left?—I was head.

2186. (*Mr. Vaughan.*) Have they carried off any Newdegate prizes?—One about five years ago.

2187. No Chancellor's Bachelors' English essay?—Not that I know of.

2188. (*Sir S. Northcote.*) You had a special master for composition, had you not?—For the sixth.

2189. Only for the sixth?—Only for the sixth.

2190. Had he a form in the working of the school?—Yes.

2191. Do you think that was an advantageous arrangement?—Very.

2192. In what way did he assist the boys?—In carefully looking over all their exercises with them.

2193. Did he set the subjects?—Yes.

2194. And the exercises were shown up to him as soon as they were done in the first instance?—Yes.

2195. Not to any private tutor, or anyone else?—No.

2196. And then did he examine them with the boys?—Yes.

2197. And give them particular instruction in the art of composition?—Yes.

2198. About how long did that take up in a week for each boy?—About twenty minutes or half an hour.

2199. How many exercises had he to look at?—He had two every week.

2200. Then he gave about ten minutes or a quarter of an hour to each?—Yes.

2201. He would send for the boys to come to him?—Yes.

2202. Were those exercises ever shown to anyone else afterwards?—In the case of great excellence they were shown to the Head Master afterwards.

2203. But not to any of the tutors or others?—Not necessarily.

2204. (*Mr. Vaughan.*) Do you think that if there were any class at Rugby like that of the Eton and Winchester college boys, that that would add still further to the celebrity of Rugby as a school, and to its successes in the university?—It might, by stimulating the best boys even more than they are stimulated at Rugby; but I think it would diminish the average.

2205. Do you think that the recent opening of the scholarships at Winchester, and schools like Winchester and Eton, has the effect of withdrawing boys from Rugby who might otherwise have come there?—I have not known any cases.

2206. Might it not very often happen that a boy would be destined for Rugby by his parents unless he succeeded at Eton and Winchester by force of his abilities and attainments?—Yes, that might be so.

2207. And in that way, are not Eton and Winchester necessarily drawing away some of the best materials from a school like Rugby, while Rugby is not acting upon them in a similar manner?—I should not think that would happen very often.

2208. (*Lord Devon.*) It is sometimes said with regard to some public schools that they may be good for encouraging and bringing forward boys of remarkable natural ability, but that not much is done for those who are deficient in natural ability, however much they may possess industry; do you think that the system at Rugby would be beneficial for both these classes of boys, or not?—Less to the best boys, I should think.

2209. Why; in what respects?—Merely because it was more directed generally to all classes of boys.

2210. Should you say that an insufficient encouragement was given to boys of remarkable ability, or not?—Not so much as might have been, perhaps; not as much, for example, as is given at Eton to the best collegers.

2211. What additional encouragement would you suggest; more prizes, more rapid promotion?—No, I do not think in the present state of the school any additional encouragement could be introduced.

2212. But, if practicable, you think it should be introduced?—Yes.

2213. Could it be introduced without giving something of disadvantage to the others in the other class to which I referred, namely, the steady boys without great natural ability?—I do not know.

2214. Now, take another class of boys, those who may or may not have natural ability, but who have no industry, and are very idle; is enough done to make them work?—Yes, I think so.

2215. And, practically, does it answer; can a boy be idle, in short, at Rugby?—Yes.

2216. Can you suggest any mode by which a boy can be prevented from being idle?—I cannot.

2217. Do the masters look after them as much as practicable?—Quite, I think.

2218. (*Mr. Vaughan.*) I believe there are certain standing rules at Rugby, that at given ages a boy must be in particular parts of the school or he must depart?—Yes.

2219. Is that rule, should you think, acted upon?—I think I have known several cases where it has not been.

2220. Supposing that rule to be faithfully acted upon, does it not necessarily prevent the idleness of boys going beyond a certain extent?—Yes.

2221. Beneficially so to others?—Yes, I should say so to the rest of the school.

2222. Would you mention in what points?—Merely by removing those boys.

2223. Are they generally boys in other points who it would be desirable for the interests of the school should be removed?—In most cases.

2224. (*Mr. Thompson.*) And in exceptional cases they would be allowed to stay, perhaps?—Yes.

2225. There may be cases in which boys of excellent character may be of slow understanding?—Yes.

2226. And those boys, you think, are properly retained?—Yes.

2227. (*Mr. Vaughan.*) When you speak of the rule not being universally applied, should you say it was universally applied with the exception of such cases as have been just pointed out to you?—Yes.

2228. (*Lord Clarendon.*) Did you pay much attention to foreign languages?—Not very much; there was not much chance of so doing.

2229. You had to learn either French or German?—Yes; but it is not very well managed; the lessons, especially in the sixth form, are placed at inconvenient hours, and there is every tendency to make one shirk the work.

2230. In what way?—The lessons in modern languages are two in the week, and they both come immediately after a classical lesson. I think it is desirable that every lesson to which attention is to be paid should have at least an hour before it vacant.

2231. (*Mr. Twisleton.*) For preparation?—Yes.

2232. (*Lord Clarendon.*) Do the boys pass from the classical room to the foreign languages?—Yes; at least the classical master retires and the modern language master appears on the scene.

2233. (*Mr. Thompson.*) In the same room and the same atmosphere?—Yes.

2234. (*Mr. Vaughan.*) Does that act to the disadvantage of both lessons, or to the disadvantage only of the modern language lessons?—Principally to the disadvantage of the modern languages. That arrangement is only in the sixth.

2235. (*Lord Clarendon.*) There is a better arrangement in the other parts of the school?—Yes.

2236. When you were in the lower parts of the school, did you get more modern languages?—Yes, rather more.

2237. It was not a subject which was taken up heartily by the boys?—No.

2238. I think it was by the masters, was it not; Dr. Temple gave value to it?—I think it has been improved lately. There has been some stimulus lately.

2239. (*Lord Lyttelton.*) Do not the boys feel the importance of it with reference to their future life?—I am afraid not.

2240. (*Mr. Twisleton.*) When you left Rugby could you read any common French work?—No, not without copious use of the dictionary.

2241. And could you read any German?—I knew rather more German, but not much.

2242. (*Lord Lyttelton.*) You had left off French, and taken to German?—Yes.

2243. That was the custom?—That has been altered now.

2244. (*Mr. Vaughan.*) Did you not know French better when you left the school than you did when you left it off?—No, I do not think so.

2245. In fact, you did not keep it up?—No, not at all.

2246. Then you must have fallen off?—Yes.

2247. (*Lord Clarendon.*) It was of no value to you in your school work?—None whatever.

2248. (*Sir S. Northcote.*) Do you think that was more felt by the boys who were working hard for classical distinctions than the other boys. Were there a certain number who learnt modern languages, and paid more attention to them than to classics?—There were one or two who paid attention to modern languages, but in those cases generally to the exclusion of the classics.

2249. A boy who was aiming to get classical prizes would deem it a waste of time to give much attention to modern languages?—Yes.

2250. (*Mr. Vaughan.*) Should you say that the boy who worked in classics worked usually also in modern languages more than the boy who was idle in classics?—Perhaps so.

2251. (*Mr. Thompson.*) Was there no feeling on the part of the good scholars that German might be of use to them in their own line?—I think not.

2252. In classics?—I do not think so.

2253. You hold that opinion now, do you not?—Yes.

2254. Had you sufficient acquaintance with German to make any use of it in your classical studies?—No.

2255. (*Mr. Twisleton.*) Are you keeping up German now?—No.

2256. (*Mr. Vaughan.*) Do you think that any boys in the school use German commentaries written in German?—No.

2257. Or German dictionaries written in German?—No.

2258. (*Mr. Twisleton.*) I find of the boys who left Rugby during the year, in the last summer 39 only went to one or other of the universities, and 101 to neither. Now, among this 101 who did not go to any university, would there not be some who would have desired very strongly to have learnt French or German?—Yes; I think there might be in that case.

2259. That class of boys would be more likely to study those languages?—Yes.

2260. (*Lord Lyttelton.*) Bearing on what has been just stated as to the large number who do not go to the universities, do you think the general sense of the boys is that the studies at the universities determine very much the *status* of the school?—Yes, I should think so, with those who think about it at all.

2261. (*Mr. Vaughan.*) Do you believe that all those boys who do not go to the university know during their career that they are not going there?—Yes, I think so.

2262. Do you think the consciousness of not being intended for the universities acts on the majority of those boys to withdraw a strong stimulus to work generally?—Yes, I should think it did. It is rather hard to put oneself in their position, but I should rather think it did.

2263. (*Lord Lyttelton.*) Do you suppose many go with the intention of going to the university, and whose destinations are changed while at school?—Yes, I think there are some, certainly.

2264. (*Mr. Twisleton.*) But in the last year they would be likely to know whether they were going to the university or not?—Yes.

2265. Are there many boys who go, intending to offer themselves for Woolwich or for competitive examinations?—Yes.

2266. And have those boys usually considered that they can best receive instruction direct from Rugby or from some private tutor?—A good many go to some private tutor.

2267. It would be looked upon as hardly wise in a boy to begin simply from the Rugby training?—I should think so.

2268. Do you think the Rugby training could be at all modified, so as to enable those boys to get what they want?—It is, in some cases. They are excused some of their classical work.

2269. Do many boys avail themselves of that?—Yes, I think a fair proportion.

2270. Do you think they do so in order to escape harder work and to take easier work, or that they do it fairly for the purpose they have in view?—I think they do it *bonâ fide* generally.

2271. Have you ever cases of first-rate classical scholars not going to the university?—One or two; but very rare.

2272. (*Lord Lyttelton.*) Do you think there is a difference between common examinations and the Woolwich examinations; could boys go direct from Rugby in many cases prepared for the others, but not prepared for Woolwich?—I do not think they could.

2273. Not safely?—No.

2274. (*Mr. Thompson.*) You said yourself that you left Rugby at Midsummer and came up to Cambridge in the following Michaelmas term, that is in October?—Yes.

2275. Did you spend the intervening time with any private tutor?—No; doing nothing.

2276. It is not usual to spend the interval with a tutor?—Not that I know of.

2277. You consider the mathematics you get there are sufficient to start you at Cambridge?—If one is intending to read mathematics at Cambridge, it perhaps might be wise to take a private tutor between.

2278. (*Lord Lyttelton.*) For matriculation?—No, not for matriculation, except in cases of great ignorance of or incapacity for mathematics.

2279. (*Mr. Thompson.*) For the mathematics that a classical man, who wishes to obtain a medal, would get up?—I should think there is enough taught at Rugby for that if continued at Cambridge.

2280. (*Lord Clarendon.*) How far in mathematics

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did you go at Rugby?—I went as far as conic sections.

2281. Inclusive?—Yes.

2282. (*Mr. Thompson.*) Did you read any part of mechanics?—No.

2283. (*Lord Clarendon.*) Were the boys in general well grounded in arithmetic at Rugby?—I should think so.

2284. Mathematics do count in the places in the school work?—Yes, they do.

2285. Was there any natural science taught while you were there?—Yes.

2286. How long had that been established?—It was there when I went there.

2287. Did you attend?—No, I did not.

2288. Was it voluntary?—The alternative was to learn modern languages.

2289. (*Mr. Thompson.*) Was there any disposition to look with, I will not say contempt, but with indifference, on mathematical reading?—Yes, certainly.

2290. The point of honour was in no way involved in a boy's succeeding in mathematics as it was in classics?—No.

2291. In fact, classical excellence was the point aimed at?—Yes.

2292. Would you say that was the only thing that gave a boy any *éclat* in the eyes of his fellows?—The main thing.

2293. If a boy showed any aptitude for mathematics would that be appreciated?—To a certain extent.

2294. Would he be thought what boys call a "swell" in consequence?—To a certain extent he would, but to a much less extent than in classics.

2295. (*Lord Lyttelton.*) Was there any distinction between those who took up physical science and the rest. Do you suppose that those took it who had real talent for it, or was it thought an easier thing to do?—When I was there, it was certainly thought an easier thing; but I believe it is changed now. There was a change of master, and I believe that made a change in that respect.

2296. It is better taught, you think?—Yes.

2297. (*Mr. Vaughan.*) Do you happen to know whether, at the present moment, by far the greatest portion of students in physical science are not in the sixth form?—I do not know.

2298. (*Mr. Twisleton.*) Do you know why the boys do not look with the same respect on eminence in mathematics as in classics?—Because the rising in the school, and the obtaining of prizes, scholarships, and exhibitions, is mainly caused by classics.

2299. You think that was the only reason. It was not from any idea on their part of the advantage of one over the other?—No.

2300. (*Mr. Vaughan.*) Do you think it was the case that the Rugby men as a mass went to Oxford rather than to Cambridge, and that this may in part account for it?—No; because I do not think they did do so.

2301. (*Mr. Thompson.*) You would perhaps say the cause might be that they were able to appreciate classical excellence better than mathematical excellence?—Perhaps so.

2302. (*Lord Lyttelton.*) The mathematical prizes were substantial prizes, were they not?—Yes; but there were not many of them.

2303. Were they all books, or were there any money prizes?—They were all books.

2304. They were not valued nearly so much as the classical prizes?—I should think they were valued as much, but there were so few of them.

2305. I mean in the estimation of the school they did not confer such distinction?—No.

2306. (*Mr. Vaughan.*) Did the boys work harder at arithmetic and mathematics, who were not going to the university, but were going into practical life straight?—I do not think so.

2307. (*Lord Clarendon.*) Was there much time for private reading at Rugby?—Not very much.

2308. Therefore there was not a great deal?—There was a good deal in this way, that boys neglected their school work. I mean by the theory there was not much time for private reading.

2309. (*Mr. Thompson.*) Boys *made* the time, in fact?—Yes.

2310. (*Lord Clarendon.*) Private reading in general literature?—Yes.

2311. What sort of books; principally novels?—Principally novels, I should think.

2312. (*Sir S. Northcote.*) Much poetry?—History and poetry also.

2313. Can you mention any particular book of history?—They were the ordinary books, Macaulay's History of England, for example.

2314. Had a boy read Gibbon, for instance?—Some boys would.

2315. There would be several doing that?—Yes.

2316. (*Mr. Thompson.*) Hume and Smollett?—Some few, perhaps.

2317. (*Lord Lyttelton.*) Prescott, I suppose?—Yes.

2318. Shakspeare?—Yes, a few would.

2319. (*Sir S. Northcote.*) Would they have read Tennyson?—Yes.

2320. Byron?—Yes.

2321. Wordsworth at all?—I do not remember a case of Wordsworth.

2322. Not any of Pope or Dryden?—Not many, but some few might.

2323. Scott?—Yes.

2324. (*Mr. Thompson.*) You sometimes had essays to write on literary subjects, had you not?—Yes; English essays.

2325. And those essays required a certain research amongst English classical authors?—Yes.

2326. (*Sir S. Northcote.*) Did boys buy many books that were worth having?—Not much, I think.

2327. (*Mr. Vaughan.*) What was the style of book that was given in prizes in your time?—After Dr. Temple came there, every boy had his choice, and the sum was credited to him at the booksellers.

2328. He was compelled to take it out in books?—Yes. There was a list drawn out for all those below the sixth. There were about 250, from which they might choose.

2329. (*Lord Clarendon.*) Could he add any money of his own to the sum spent for him, in order to get a handsomer edition?—Yes.

2330. (*Sir S. Northcote.*) Was that ever done?—Yes.

2331. What sort of books did they usually choose?—They chose standard works, such as Gibbon, and Hume, and Macaulay's Essays.

2332. (*Mr. Vaughan.*) Ever Greek and Latin books?—Very seldom; but sometimes.

2333. For Greek and Latin prizes?—Yes.

2334. (*Sir S. Northcote.*) There was no system of giving leaving books, was there, among the boys?—No.

2335. (*Lord Clarendon.*) Was there a debating society?—Yes, there were two. It died out, and was started again twice, while I was there.

2336. Were you a member of it?—Of the second one I was.

2337. Were the debates carried on with spirit; was it popular?—Yes, at first; but it gradually fell into contempt and disuse.

2338. What from do you think?—From the interest flagging.

2339. (*Lord Devon.*) Boys who took an interest in it at first went away, I suppose?—Yes.

2340. (*Mr. Thompson.*) That is the case in societies of the same kind at the universities?—Yes.

2341. (*Sir S. Northcote.*) Was it a mere debating society, or were newspapers taken in, and something of the character of a club given to it?—It was merely a debating society.

2342. Did boys read many newspapers?—Yes.

2343. Where did they get them?—They were all taken in at the boarding houses.

2344. (*Lord Devon.*) Did the second debating

society thrive better?—No; about the same as the first.

2345. Did that die too?—Yes, and there has been one since, which has also died.

2346. (*Sir S. Northcote.*) Did boys read up much for the debates?—Yes, I think so.

2347. (*Lord Clarendon.*) How many hours a day should you say, taking one day with another, was the average hours of work at Rugby?—Do you mean compulsory work or actual work?

2348. Say actual work with a studious boy?—A studious boy would work generally the whole morning, and generally the whole evening, and on whole school days in the afternoon too from about three or four to six.

2349. You would say seven or eight hours a day would be taken up by his work?—Yes.

2350. (*Mr. Vaughan.*) Out of school?—Altogether; I am counting in school and out of school.

2351. (*Sir S. Northcote.*) Can you add up the number of hours to yourself; can you say the number of hours in the week?—I should say about 40.

2352. (*Mr. Vaughan.*) Including composition and including school times too?—Yes; perhaps a studious boy might work more than that.

2353. (*Mr. Thompson.*) You exclude Sunday?—Yes.

2354. That would be about six and a half hours a day?—Yes.

2355. (*Lord Clarendon.*) How much time in general should you say is given to play?—Generally the whole afternoon of a half-holiday, I should say.

2356. How many half-holidays are there in the week?—There are always three, and in about two weeks out of three there are four.

2357. And the whole afternoon, you would call that five hours?—Yes.

2358. Would you say 20 hours a week were given to play?—I should say quite that.

2359. During the cricket season, how many hours was it necessary to play at cricket to keep yourself well up?—I am afraid I cannot say. I was not a cricketer.

2360. With the exception of what you were alluding to just now, respecting too much original composition, and the change that you think should be made in that respect in favour of the translation from English into Latin, is there any other change which it occurs to you would be for the benefit of the school?—I think more attention might be paid to Greek prose composition.

2361. Do you mean original composition?—No, translation.

2362. (*Mr. Thompson.*) Translation from English into Greek prose?—Yes.

2363. (*Lord Lyttelton.*) Do you think there is enough translation from Greek and Latin into English?—I think so.

2364. Would you have more or less repetition at Rugby?—I do not think it need be altered.

2365. In fact these are the only two changes which you think would be advantageous, the translating more into both Latin and Greek from English?—Yes, and altering the modern languages.

2366. Did that occur to you at the time when you were at Rugby, that you were doing too much original composition, or have you found since you left Rugby a want of facility in translating which you might have acquired there?—It occurred to me at the time.

2367. That then was some waste of time?—Yes.

2368. (*Mr. Twisleton.*) Was your obtaining a prize for Latin prose not likely to be the result of your composing very much?—I do not think so.

2369. You think if you had had the translating into Latin prose you would have been just as likely to obtain a prize?—I think so.

2370. (*Sir S. Northcote.*) Do you think boys take more interest in original compositions than in translations?—The majority, I should say, certainly not.

2371. (*Mr. Thompson.*) Not even in verse?—No.

2372. (*Mr. Twisleton.*) It is a much better plan for learning a language, is it not, to have frequent translations into the prose of the language?—Yes.

2373. (*Sir S. Northcote.*) Which strikes you as the more difficult, translating English verse into Latin verse, or writing original Latin verse?—Writing original Latin verse.

2374. (*Mr. Twisleton.*) Then in regard to Latin prose, which is the most difficult, writing original Latin prose, or translating English into Latin prose?—It is much more difficult to write satisfactory Latin prose.

2375. (*Mr. Vaughan.*) In the case of original composition, are not two distinct efforts of the mind necessary: invention, to produce and arrange ideas; and afterwards or concurrently the expression of these in language?—Yes.

2376. Suppose, therefore, that the work is properly done in both cases, there is an additional effort of mind required in original composition, and that makes it more difficult?—Yes.

2377. (*Mr. Twisleton.*) And with regard to the average, as a matter of fact, and the way in which Latin prose is written usually, which is preferred?—I daresay they could do the original quicker, and therefore would prefer it.

2378. Do you think that with boys who have not much imagination and much original power, the fact of being compelled to learn the language in writing original composition prevents their learning it as effectually as they would if they simply had the effort of translation to overcome?—I think it is quite possible.

2379. (*Sir S. Northcote.*) Is there not a double operation in the translation of English verse into Latin verse, that you have first thoroughly to appreciate the English author, and then you have to adapt his ideas to the style of thinking of a Latin author?—In most cases the appreciation of the English is a very speedy operation.

2380. (*Mr. Vaughan.*) What was the kind of subject, we will say in the upper parts of the school, which you had to write upon at Rugby for an original essay?—Historical, literary, and sometimes metaphysical subjects.

2381. (*Sir S. Northcote.*) Have you any ideas given for that?—No.

2382. You would merely have the subject given?—Yes.

2383. (*Mr. Vaughan.*) Did it ever strike you that the subjects were rather above the boys?—Yes; I thought so.

2384. Do you think the boys could have supplied ideas, could have combined their ideas, and arranged them better, if they had had humbler topics, and more within their experience to write upon?—I do not know, I am sure; they might have done.

2385. (*Mr. Thompson.*) Trite topics do not generally excite much enthusiasm in school boys?—No.

2386. (*Mr. Twisleton.*) I do not understand you that you would dispense altogether with the original Latin composition?—No.

2387. It is merely as a matter of degree you think it better there should be more translation from English into Latin?—Yes; there being one a week regularly in the sixth.

2388. Have you considered what proportion would be desirable. Once in three weeks?—Certainly; not oftener than that.

2389. You think if for two weeks there were translations from English into Latin, and in the third week original compositions in Latin, the boys would not write Latin less well, but they might, perhaps, even write it better?—Yes.

2390. (*Sir S. Northcote.*) I have observed that a great many boys from different schools have given the same answer with respect to original composition, and expressed a wish that there should be more translation. Do you think that arises from the fact that translations are of more value in scholarship examinations at the universities than original compositions, or from a sense on the part of the boys that the

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one is really more valuable than the other?—I think partly from the reason that it is more valuable in scholarships, and partly from the recollections of the utter miseries of original composition.

2391. The actual paying value of the power of translation is very considerable, is it not, at the universities?—It is, I should think.

2392. (*Lord Clarendon.*) The masters were on very good terms with each other, and with the boys, I believe?—Yes.

2393. There was a friendly relation between them?—Yes.

2394. As if the whole thing was a joint stock company, and success the object of all?—I should say so.

2395. Looking back at the system established at Rugby, from your experience would you think that the system was one well-calculated to get all that could be got into the boys?—I think so.

2396. (*Lord Lyttelton.*) Did the upper boys communicate constantly and freely with the Head Master out of school?—Whenever they wished.

2397. Did he go among them out of school in the games, or at other times?—Yes.

2398. Did he ask them to his house in the evening?—Yes.

2399. You think that the personal influence of the Head Master was perceptible?—Yes; when I speak of the Head Master I mean Dr. Temple.

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ANALYSIS OF THE EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of Evidence.]

ARNOLD, Rev. C. T., page 275.

Has been an Assistant Master at Rugby since 1841, 21 years, and is a teacher of classics in the lower Fifth Form, having also for one year, as a matter of convenience, taught modern languages, both French and German; 1160–1164. Asked whether he can suggest any improvements beyond what has been stated by Dr. Temple, as the mouthpiece of all the Masters, the witness thinks improvement is to be sought less in great changes than in details, and by having more Masters; the School is shorthanded; examination on this point pursued; 1165–1177. Has 50 private pupils, Foundationers and non-Foundationers; 1180. A Foundationer, as a Foundationer, would not be thought meanly of by a non-Foundationer; a boy might be looked down upon from some personal disqualification or the station of his father, but this feeling prevails more between the Foundationers themselves than between the Foundationers and non-Foundationers; the feeling between the two classes which prevailed 20 years ago is very much altered, owing probably to the fact of many Foundationers having been at the school eminent for ability and in a good social position; 1181–1183. Thinks it would be better to perfect the present system at Rugby than introduce any radical changes into it; 1184. Has stated in a letter that he has seen a good deal of German tuition and greatly prefers the English; has seen the schools at Frankfort and at Heidelberg, and other German schools are the same; they have no games, the boys walk out, they have a professor of gymnastics, they learn to swim, but he has no hesitation in saying that public school life is far more healthy and vigorous, and tends to the formation of a far more manly character here than abroad; the teaching in Germany is extremely abstract; there are boys in Germany who, if examined about the subjunctive mood and Greek particles, display an astounding amount of knowledge, but if put to construe a passage cannot do it with half the life an English boy would display; their composition is not so good as in English schools he never saw any of their Latin verse; 1185–1200. Opinions as to the age and order of learning Greek, Latin, French, and German; 1201–1208. Pronunciation of the two latter languages: boys who learn modern languages in the nursery have a very great advantage; does not know of boys who began to learn French here and who could pronounce it before they left; but he has known boys who, having learned French and German entirely at Rugby, were able, after a residence of a few weeks in France and Germany, to read and speak the languages fluently; 1209–1213. Dr. Arnold introduced the modern language department into Rugby; French was taught before his time, but he made it compulsory, as part of the form work; 1214–1216. Is satisfied with the way in which modern language and modern literature are cultivated in connexion with this school; would not suggest any further improvement; 1217, 1218. In the German schools considerable attention is paid to foreign languages, particularly English and French; they are quite a part of their *curriculum*; 1219–1221. The relation of the private tutor to his pupil is generally one of a confidential character; if the boy got into a scrape he would consult his tutor; the relation is closer if the tutor is also his boarding master; 1222–1228.

ANSTEY, Rev. CHARLES ALLEYNE, M.A. The Rev. HENRY JAMES BUCKOLL, M.A., examined at the same time, page 273.

The practice of the Head Master in consulting the Assistant Masters did not exist in Dr. Wooll's time; on occasions of disturbance Dr. Wooll would call a meeting of the Masters and take their opinion, but there were no periodical meetings; he did not usually consult them relating to alterations in the school system; 1105–1110. Very soon after Dr. Arnold came he invited the Masters occasionally to dinner, when they talked over the state of the school; besides which they had meetings every three weeks, and a quarter of an hour every morning before the second lesson; Dr. Tait and Dr. Goulburn continued the same system; they all used to meet on the "third "week half-holiday;" the meetings dropped off a good deal in Dr. Goulburn's time; at these meetings everything connected with the management or alteration of the School was brought forward, and each master was asked his opinion; the consequence was a very harmonious working of the school; 1111–1120. At one of these meetings recently, Dr. Temple communicated with the other Masters, and his letter, now before the Commissioners, is in fact a joint production, Dr. Temple being spokesman of all the Masters; 1121–1123. Approves of the position, powers, and responsibilities of the Sixth Form, which is rather a distinctive feature of the School; of course there are evils connected with it, as the power may be abused, but there is an appeal from the authority of the Sixth Form to the Head Master, which keeps it in tolerable check; has known the power to be abused, but not in the present Master's time; the authority of the Sixth Form has been in force ever since he first knew the School, with the modifications which the different forms required; in Dr. Wooll's time the Fifth, there being no "twenty" at the time, was the only form exempt from personal fagging, now the "twenty" and two Fifths are exempt; when the rebellion broke out in Dr. Wooll's time, it was entirely on a point of discipline connected with the Sixth Form; that rebellion injured the School materially; in Dr. Wooll's time the authority of the Sixth Form was of great advantage in lessening bullying by the big boys; allowing the Sixth Form to settle little matters, often of a school-boy character, without the interference of the Master, was reasonable and advantageous; it is incorrect to say that in Dr. Wooll's time the boys did not say their prayers at night; they did so, and were protected by the Sixth Form; in former times fowl-stealing was a common occurrence, but the Sixth Form found it out; the power of the Sixth Form, as it is now, existed about the time of Dr. Arnold; he legalized punishment by the Sixth which had before only been tolerated; the authority of the Sixth Form is of great importance in keeping up the intellectual character of the School; 1124–1135, and 1143, 1144. A modification has been introduced into the power of the Sixth Form, to prevent abuse of it; the right of appeal has been introduced; when Dr. Tait was ill for a whole half, the matter was brought under the consideration of the Assistant Masters; the Sixth Form contended that there was no appeal from their power; the Masters had several meetings, and decided that there must be an appeal; any boy can now appeal to the Master before any punishment is inflicted by the Sixth; he can now arrest the Sixth boy's arm in the act of punishing, and appeal to the Sixth in full number or to the Head Master; 1136–1142. The boys breakfast, dine, and sup, in the hall; the Master occasionally dines with them; it is a rare thing to hear complaints as to the diet; 1145–1149. Except in a few cases, the Foundationers are not in the houses; in teaching and in the games, not the slightest difference is recognized by the Masters between the Foundationers and the non-Foundationers; all the boys are on a perfect equality; some of the town boys of humble parentage do not join with the others, but it is their own doing; when their conduct and habits are good and respectable they are not avoided by the rest of the boys; there have been more than a dozen tradesmen's sons in the school; more on this subject; 1150–1156. The question of erecting a secondary or inferior school at Rugby has been considered; but so many difficulties were found in the way that the project was abandoned; 1157. Sunday intercourse between the Masters of the boarding houses and the boys; religious lectures on Sunday evenings, 1158.

BUCKOLL, the Rev. HENRY JAMES, M.A. (*See* Evidence of Anstey, the Rev. C.A., M.A., page 273.)

EVANS, the Rev. CHARLES, M.A., page 277.

His answer to the printed questions, to the effect that many of the Rugby boys leave school at 17 or 18 years of age very imperfectly educated in classics, applies to at least half the boys; the last year or two at Rugby is, in their case, intellectually unprofitable; thinks the system of "bifurcation," or distinct departments, might make this period more serviceable to the boys; in new schools this would be more practicable than in old ones, but even at Rugby does not consider the difficulties insurmountable, and thinks the experiment worth a trial; he would begin with the formation of a Woolwich class, into which no boy should be admitted who had not reached the Fifth Form, and then only at the desire of the boy and sanctioned by the parents; he would have the Sixth Form in this new class rank exactly on a level with the classical Sixth Form; the boys having acquired a solid groundwork in Latin

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EVANS, the Rev. CHARLES—*cont.*

and Greek might then be permitted to drop a portion of their classical work, say versification and Greek, and devote the time thus gained to mathematics principally, to physical science, history, and modern languages, care being taken, of course, to guard against superficial smattering; this would meet what seems to be the requirement of the age, and what parents desire but do not know how to achieve; he would keep up sufficient Latin to ensure a gentlemanlike and familiar acquaintance with a few good Latin authors, say Horace and Virgil, or Horace and parts of Cicero, committing a great portion of them to memory; beginning his scheme *de novo*, and not grafting it on an old institution, he would give the same education to all boys up to 14 or 15, consisting of classics, the elements of mathematics, and French; 1229–1268. A boy recommended to go into this subsidiary class would not feel a sense of shame or inferiority, or degradation, if the scheme were well started; witness would drop Greek, unless for particular reasons it were desirable for a boy to continue it, and then he should have the opportunity; suppose a boy intended to go to Cambridge, and he had a decided turn for mathematics, but none for classics, witness would try to make the new department so good that it would be worth the while of such a boy to enter it; the classics that he would get there would be sufficient to qualify him for passing the "little go;" admitting the difficulties which stand in the way, he still thinks that under a wise master they might be overcome; 1264–1272. The boys of whom he had spoken get through the mechanical part of their work exceedingly well, but as soon as they were called on to comprehend the finer parts of scholarship they slacken; believes he could pick out 200 boys at this moment, who would be better for the new department; 1273–1282. Objects to suggested substitutes for his scheme; 1283–1301. Analogy between the proposed scheme and the Cambridge system; 1302–1305. With plenty of convenience, and a master mind in the school, his scheme could be carried out; 1305. Thinks it would not be necessary to divert some of the exhibitions to a fresh destination if his scheme were adopted, as he finds boys willing to enter such a department as affording a better training for practical life at an early age; 1306–1309.

HEFFORD, MR. GEORGE VALENTINE, page 241. (*See* Evidence of Dr. TEMPLE, page 241.)

MAYOR, the REV. R. B., a Mathematical Master at Rugby (JOHN WILSON, ESQ., examined with him); page 280.

(*Mr. Mayor*:—Has been a mathematical Master at Rugby 17 years; 1310, 1311. Speaks of the part he takes in teaching; 1312–1315. Considering the number of subjects taught at Rugby, the boys could not devote longer time to mathematics; the time is 3 or 3½ hours a week; 1316–1318. (*Mr. Wilson*:—Is a mathematical Master as well as teacher of physical science; took his degrees in 1854; 1319, 1320. Some of the boys become well acquainted with the elementary mathematics; they do not get to its application in a difficult subject; they reach elementary hydrostatics and popular astronomy; the highest mathematical degree taken in his time by a Rugby man was fourth wrangler, that was three years ago; 1319–1325. (*Mr. Mayor*:—The capacities of boys vary very much in mathematics; the proportion of pupils who are capable of understanding the differential calculus varies much at different times; at present there are only two; has had three or four times as many; as a rule the strongest in classics are the strongest in mathematics; the Rugby boys do very little in mixed mathematics, but boys who do well in one case generally do well in the other; has noticed that a few boys who were rather elegant composers than sound scholars had been incapable in mathematics, but the boy who sees through hard constructions generally does well in mathematics; 1326–1330. A boy in the lower part of the school is altogether in the hands of the writing Master; on passing out of that he is with the mathematical Master two hours a week at least; school details; is not satisfied with the arithmetic of the school; there is not time to do it well; the boys generally come to school badly prepared; 1333–1342. An average boy leaving the school at 18 will have gone through arithmetic, algebra to the end of progression, and the first four books of Euclid, without extra tuition, 1343, 1344. Extent of private mathematical tuition; three hours a week and preparation, besides from work; with this extra tuition boys cannot get so high as conic sections, and keep up a knowledge of lower subjects, 1345–1348. Latterly the boys who go to Oxford from Rugby do not take double honours; 1349. Thinks it quite practicable for boys in the upper parts of the School to be put into a separate kind of school; sees no insurmountable obstacle to this, even in an old established School like Rugby; there would be difficulties, of course; idle and incapable boys would wish to enter this modern school to get rid of Latin composition and Greek; to counteract this, he would make a rigid rule, that the boys in that division who would not work should leave; he would begin the new school with the highest and most eminent boys, if they showed a decided turn for mathematics, or if from some other reasons classics were of less importance to them than mathematics or modern languages; 1350–1354. (*Mr. Wilson*:—Has considered this question a great deal, from seeing so very many boys at Rugby on whom a classical education produced but a very small effect; it is matter of opinion, of course, what amount they have gained; but he thinks that if a modern school were established here, so great is the pressure for the army, that half the boys would be in the modern school in a couple of years; has at this moment 26 pupils, ten of whom are for Woolwich, and all of them will be obliged to leave Rugby, because they cannot go hence to Woolwich; with the second school they could all remain at Rugby; 1355, 1356.

MAYOR, the Rev. R. B.—*cont.*

SIDGWICK, ARTHUR, ESQ., page 296.

Was six years at Rugby; left it in the summer of 1859, and in October term following went to Trinity College, Cambridge, where he is still; 1972–1975. The duties of the monitors at Rugby are generally to look after the morality of the School, to prevent offences, and to keep order in the houses; the monitors prevent, as far as they can, drinking, gambling, and bad language; the duties are fairly performed, and the authority of the monitor is cheerfully acknowledged and also supported by public opinion; 1976–1981. Thinks the monitorial power inspires the Sixth Form with a sense of responsibility, and that in most cases they use it properly; by exercising his power a monitor does not make himself unpopular; 1982–1984. Monitorial punishments: impositions and caning on the back; 1985–1987. No limit to the length of the impositions, except on appeal to the Master of the boarding house or the Head Master; has known a few instances of appeal; appeals are not encouraged; the Master generally upholds the authority of the monitors; the ordinary length of an imposition is 300 lines of writing out; it is sometimes double in case of contumacy; at others it is as low as 50; 1985–1997. Any kind of writing is taken; this has a tendency to deteriorate the handwriting; still he does not think it has actually had that effect at Rugby; 1998–2002. There were a few cases of drinking when he was at Rugby; the practice was opposed to the public opinion of the School; 2003–2007. There was little bullying at Rugby in public; was a town boy, and therefore ignorant of what took place in the boarding houses; 2008, 2009. As a town boy, was on perfect equality with the boarders; so were all the town boys, with the exception of the sons of the Rugby tradesmen, about 20 in number when he left; they were clearly at a social disadvantage; they formed a set by themselves; they were not bullied. (*Mr. Thompson*:—Were they cut?) They appeared to keep to themselves; 2010–2020. His family resided at Rugby; went there on purpose that he might have the advantage of the School; 2021, 2022. The town boys were subject to fagging, as well as the boarders; any member of the Sixth Form had power to fag; 2023, 2024. Town boys took all their meals at home; none of them were day boarders; some of them were permanently in the boarding houses, 2025–2032. Home influences may be of a favourable or a deteriorating kind, but, on the whole, thinks a boy likely to get more advantage from being permanently in the boarding houses than from being merely a day pupil; 2033–2038. Took his share in the games as if he had been in the boarding house; was not one of the "eleven;" 2039, 2040. Home boarders went to chapel on Sundays with the rest, and passed the day like the rest of the boys, except that they were at home in the evening; the afternoon frequently spent in walking; was in as good a position to form friendships with boys in the boarding houses as if he had been in one himself; the sermons by the Head Master were attractive to the boys; was there in Dr. Goulburn's time and in Dr. Temple's; 2041–2053, and 2057–2060. Dr. Temple used to prepare the boys for confirmation, town boys and boarders; both attended the sacrament; 2054–2056. Private classical tuition, details of it; some tutors very superior, and the boys felt the advantage; others inferior, and the boys unfortunately placed under them would probably not be sorry to see the tutorial system altered or abolished altogether; 2061–2081 and 2099, 2100. Tutors, how chosen; the Foundationers could have as good tutors as the other boys; the parent had the choice; more details, 2082–2093. Intimate friendly relations often established between the tutor and pupil of great benefit to the pupil; 2094–2098. Tutors for Foundation boys paid by the parents, as much as for the boarders; the parents had also to pay another sum unless they had resided two years in the neighbourhood; the total expense of a Foundationer was 10 guineas to the classical tutor, 10 guineas to the mathematical tutor (if any), and small fees amounting to about 1*l.* a year; 2101–2106. There were about 72 town boys, including the sons of tradesmen; saw little manifestation of home influences among them to distinguish them from the rest of the boys; 2107–2111. Foundationers living at home were of course exempt from the house fagging; after locking-up hours they were supposed to be kept at home, but the rule was frequently broken, and mischief resulted, the fault being probably more that of the parent or friend than the boy; there was a school official, a kind of proctor, to walk about the town and look after them; 2112–2120. The tutor would often read other than school work; read Greek plays with his tutor; generally, the school work was sufficient to take up a boy's time; 2121–2127. Emulation, interest in the progress and success of the scholars, and prizes the principal stimulants to work at Rugby; holidays given for the success of Rugby boys at the Universities; 2128–2138. Does not think the Foundationers begin classics earlier than other boys; they

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are about as forward, age for age, as the non-Foundationers, and, number against number, hold their own, and do as well in the Universities as the rest of the School; 2139–2145. The Foundationers compete for the scholarships at the top of the School, and often successfully; 2146–2149. The Foundationers, on an average, rather weaker, because rather younger, than the boarders, 2150–2151. Their living at home made no discernible difference in their reading or scholarship; 2152–2154. The stimulants to work are very effective at Rugby; 2155–2158. Generally speaking, the Rugby boys have read more Latin and Greek when they come up to the University than boys from other schools, more than boys from any other school, except perhaps the Eton collegers, and except perhaps some Shrewsbury boys; details of Rugby classical reading; 2159–2168. The time devoted to Latin prose composition at Rugby is quite sufficient, perhaps in excess; prefers translation to original composition; 2169–2173. English verse prizes; 2174–2176. Obtained college prizes for Latin elegiacs, Latin declamation, and an English essay, and University prizes for a Latin essay and two Greek odes; 2177–2180. Does not remember any other Rugbeian obtaining prizes during the same year, or any prize of late, except a Newdegate prize, five years ago; 2181–2187. Special Master for composition; details; 2188–2203. If there were a class at Rugby like that of the Eton and Winchester College boys, it might be an additional stimulus to the best boys, but it would probably diminish the average; has not known any case in which the recent opening of the scholarships at Eton and Winchester has prevented boys from coming to Rugby; but such a thing is likely to happen; 2204–2207. The Rugby system is less beneficial to the best boys than to others; less encouragement given than to the best collegers at Eton; a boy can be idle at Rugby, though well looked after by the Masters; 2208–2217. It is a standing rule at Rugby that at given ages a boy must be in particular parts of the School, or leave; but this is sometimes departed from; the rule, if strictly acted upon, would, to a certain extent, prevent idleness by removing the idler; but in the case of boys of excellent character, though slow of understanding, the rule is properly held in abeyance; 2218-2227. Paid little attention to modern languages; the boys had to learn either German or French, but the thing was not well managed, especially in the Sixth Form, for the lessons followed close on the classics, without an interval; the arrangements in the other parts of the school were better; modern languages not taken up heartily by the boys, but some stimulus has been given to them lately; when he left Rugby could not read a common French work without a copious use of the dictionary; he knew more of German; a boy aiming at classical prizes would deem it a waste of time to give much attention to modern languages; the boy who worked in classics worked also in modern languages more than the boy who was idle in classics; is not keeping up either his French or his German; 2228–2257. The general feeling of the boys is that the studies at the Universities determine very much the status of the School; the consciousness of not being intended for the Universities acts on the majority of boys as a withdrawal of a strong stimulus to work; some boys go to Rugby with the intention of proceeding to the University, whose destinies are changed while at School; in the last year they would be likely to know whether they were going to the University or not; many go intending to offer themselves for Woolwich or for competitive examinations; the Rugby training is modified to enable such boys to get what they want; they are excused some of their classical work; a fair proportion of boys avail themselves of this, *bonâ fide* generally, and not in order to escape the harder work; cases of first-rate classical scholars not going to the University are rare, 2260–2276. Left Rugby at Midsummer and went to Cambridge at Michaelmas; spent the interval in doing nothing; if one intended to read mathematics at Cambridge it might be wise to take a private tutor during that time, but not for the matriculation except in cases of great ignorance or incapacity in mathematics; for the mathematics that a classical man wishing to obtain a medal would get up, enough is taught at Rugby if continued at Cambridge, 2274–2279. Went as far in mathematics as conic sections; did not read mechanics; Rugby boys are well grounded in arithmetic; mathematics count in School work, 2280–2284. Natural science taught at Rugby; it is compulsory with the alternative, however, of modern languages, 2285–2288. Mathematics used to be regarded with some indifference; an aptitude for mathematics would be appreciated, but classical eminence was the chief point aimed at, 2259–2294. Reasons for preference of classics to mathematics; rising in school, and obtaining prizes, scholarships, and exhibitions, are mainly owing to classics; the mathematical prizes were books, but there were few of them, 2298–2306. Physical science touched on, 2295–2297. Private reading in general literature, novels, history, poetry, 2307–2323. The English essays on literary subjects require a certain research amongst English classical authors, 2324–2326. Prizes in Dr. Temple's time; boys selected their own from a list; standard works, such as *Gibbon* and *Hume*, and *Macaulay's* Essays, rarely Greek or Latin, 2327–2333. No system of "leaving" books at Rugby, 2334. Debating societies; the first died out, a second was started with the same fate, so with a third; boys at first read up for the debates, which were carried on with spirit; 2335–2346. About 40 hours a week given to work; 20 to play, 2347–2359. Asked for further suggestions as to

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improvement of the School, thinks more attention might be paid to Greek prose composition, in the shape, not of original composition but of translation from English; reasons for preferring translation; the subject pursued at length, 2360–2379. Subjects of original essays: historical, literary, and metaphysical, 2380–2385. Would not dispense altogether with original Latin composition; would have translations two weeks and original composition in the third; 2386–2389. Thinks the general feeling in favour of more translation and less original composition arises partly from the fact that translation is more valuable in scholarships, and partly from the recollection of the utter miseries of original composition; 2390–2391. The Masters at Rugby were on good terms with each other and with the boys; there was a friendly relation between them, as if the whole thing was a joint stock company, and success the object of all, 2392–2395. The upper boys communicated constantly and freely with the Head Master out of School; the Head Master was with the boys in their games and asked them to his house in the evening; his personal influence was perceptible; he spoke of Dr. Temple; 2396–2399. Looking back at the system established at Rugby, he thinks it calculated to get into the boys all they can receive; 2395.

SMITH, the REV. BOWDLER (G. VECQUERAY, Esq., examined with him), page 283.

Is Foreign Language Master at Rugby, and Assistant Classical Master in a very slight degree; his classical work consisting in superintending the private tuition of the junior boys in his own house as house Master; has been at Rugby since February 1852; 1415, 1416. (*Mr. Vecqueray*:—Has been French and German Master at Rugby since 1859; 1417–1419. (*Mr. Smith*:—Was at Rugby, and was on the continent four or five years as a boy, both in France and Germany; the boys have two lessons of an hour each in modern languages every week, independent of preparation and private tuition; is private tutor, but Mr. Vecqueray takes the conversation classes; 1420–1432. (*Mr. Vecqueray*:—These classes established in his time; in fact, they were the chief object of his nomination as additional modern language Master; the class is generally attended by eight of the more proficient boys, to whom it is a real object to obtain a wider familiarity with French and German; admission to the conversation class is a matter of privilege, to be obtained by high position in the School, or by good extra work; the manner of conducting the class depends on the proficiency of the boys; this half there are eight boys really well up in French; there are exercises besides those done in the School, as well as reading a French author without translating, when he merely stops the reading, here and there, to ask questions either as to an unusual word, or a difficult construction, the questions and answers both being entirely in French; the class meet for an hour twice a week, independently of schoolwork; 1433–1445. (*Mr. Smith*:—The time is taken from the games. (*Mr. Vecqueray*:—That explains the smallness of the number; if the time were taken from other schoolwork, the number would soon become eight times eight; in this conversation class, the pronunciation is specially attended to; the boys are not so well up in German as in French; some of the better scholars can construe correct German sentences; they would not be able to turn a historical book, say Lord Stanhope's Life of Pitt, into reasonably good German, but they would into French; not many would be able, on going abroad, to speak French fluently, unless they had been in his conversation class; 1446–1465. The boys are perfectly manageable; there is no difficulty about discipline, not the least; 1466, 1467. French taught in the Lower School, German in the higher; the boys become well grounded in grammar and knowledge of the language, and, if they desire it, would be able to read a French newspaper; they leave with a tolerably good accent, however bad it may have been on their arrival. With regard to pronunciation, it is important that a boy should begin a foreign language at an early age; 1468–1479. (*Mr. Smith*:—Some parents are anxious that their children should acquire modern languages; the majority begrudge the time taken from the classics; 1480, 1481. Asked if they could suggest anything by which the study of modern languages could be promoted, both witnesses suggest, though they do not see how to get it, an extra hour a week for modern languages; 1482. Both are of opinion that the prizes are ample; 1483, 1484. As to teaching modern languages philologically; 1485, 1486. A boy clever in learning one language is not always equally clever at another; 1487–1489. Thinks foreign languages are taught in England better than English and French in Prussia, or English and German in France; 1490–1493. The same marks being given for modern languages as for classics, taking time into consideration, acts as an encouragement to the study of modern languages; 1494–1496. Examinations; 1497, *et seq.*

TEMPLE, the REV. FREDERICK, D.D., page 241.

Has been Head Master of Rugby School since the beginning of 1858, succeeding Dr. Goulburn; 1–3. With regard to the property and revenues of the School cannot speak with authority; questions had been answered already by Mr. Harris, the Solicitor to the Trustees, and Mr. Hefford, his clerk, is in attendance to give further information on that subject; 3–4.

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(*Mr. George Valentine Hefford* is accordingly examined: Is clerk to Mr. Harris, Solicitor to the Trustees, and was Assistant to the late clerk for 20 years; a surveyor is appointed to watch over the estates in Middlesex, and see that the lessees duly perform the covenants of their leases; he is paid by the Trustees 20*l.* a year, but has fees for special investigations and reports allowed by the Trustees; the rents of the Middlesex estates are paid to receivers appointed under 17 George III. c. 71, who give security to the Trustees to the amount of 4,000*l.* in the joint and several bond of themselves and surety; 5–9. The rents of the Warwickshire estates are received by himself, as clerk to Mr. Harris, who gives a like security; 10–12. The Surveyor inspects all works in progress and sees that proper materials are used and that the work is well done, also examines all bills before payment by the clerk; the system is found to work well; 13. The fines taken on leases of a portion of the Middlesex estates, under the 54 George III. c. 131, were applied, under the same statute, to the erection of the School chapel, in payment of 911*l.* 11*s.* 9*d.* owing for the purchase of houses adjoining the School, and for the building of almshouses; none have been taken since 1821; 14–17. There will be an increase of 800*l.* a year in the annual income of the Middlesex estates, consequent on the falling in of the leases granted in 1821; still there will be a depreciation of the property in 1881, and the Trustees have ordered the formation of a reserve fund to reinstate the buildings; the annual income of the property in 1863 may be assumed at 5,577*l.*, plus that 800*l.*; 18–40. Application of the receipts; partly explains the capitation fees, payable to the Head Masters and Assistant Masters, under 17 George I. c. 71, and two orders of the Court of Chancery made in 1808 and 1823, and promises further explanation next day, 41–60. In Answers it is stated that under the 7 George IV. c. 28, the Trustees are empowered to establish endowments or stipends in the nature of fellowships for life or a less period, of from 100*l.* to 300*l.* each, for the benefit of ushers who may have served ten years, and Head Masters who may have been removed or retired; and it is also stated that two Fellows receive 200*l.* a year each, but the Trustees have passed a resolution that no appointments to fellowships will be made in future, except in special cases; that resolution cannot bind the Trustees, who, under the Act of Parliament, have power to appoint any number of Fellows they like. (*Dr. Temple*—always understood this resolution as a notice by the Trustees of what they meant to do, not as binding them, or as settling a legal right. (*Mr. Hefford*:—The present fellowships are held by Mr. Bonamy Price, and the Rev. W. Bird, who have 200*l.* a year each, and Mr. Highton (Principal of Cheltenham College), Rev. P. W. Powlet, and Mr. Anstey (the Second Master), who have 100*l.* a year each; the Trustees appointed to these fellowships for length of service; Mr. Anstey's is the only instance of a fellowship being conferred on one in the receipt of an income from the school; he was there as long back as the time of Dr. Wooll; in passing that resolution, the Trustees were of opinion that the reasons stated in the Act of Parliament (want of inducement to ushers to come to the school and remain) no longer existed, and that therefore appointments to fellowships should be limited to special cases; the fellowships are not exactly a superannuation allowance, but in the event of an usher, in the midst of his work, becoming permanently incapacitated, from illness or other causes, the Trustees might wish to make the appointment; 61–78, and 523. Subject re-opened and table put in; 503–513. Disbursement for income tax on two of the fellowships; 514–522. (*Dr. Temple*:—No duties are attached to the fellowships not held by existing ushers. (*Mr. Hefford*:—The duties now performed by Mr. Anstey have no relation to his fellowship. (*Mr. Temple.*—Considers the continuance of these fellowships practically valuable to the interests of the school only in very extreme cases, such as when a superannuated allowance became necessary; prefers not giving an opinion upon hypothetical cases; would judge of each case when it arose; the subject pursued; 79–91. (*Mr. Hefford*:—In the Act of Parliament empowering the Trustees to send eight exhibitioners for seven years no qualifications are specified; it is left to the discretion of the Masters; 92, 93. Before the order of the Court of Chancery, empowering the Trustees to pay 3*l.* 13*s.* 6*d.* for the instruction of the Foundationers in mathematics and modern languages, the Trustees paid the fees for 20 years without authority; the payment began in Dr. Arnold's time, 99–107. A French Master was appointed in 1780, a M. Mather, and a French Master was appointed from time to time afterwards, but instruction in modern languages was not given before Dr. Arnold's time; it was in his time, and concurrently with the provision for mathematics, that a fee was first paid for the Foundationers for modern languages; the foundationers had previously received gratuitous instruction in French, but Dr. Arnold added the instruction in modern languages as part of the general school work; it is expressly stated in the Act of George III. what branches of learning the Foundationers shall be instructed in gratuitously, and neither modern languages nor mathematics is among them; 108–120. By the same order of the Court of Chancery, a salary of 20*l.* was provided for the drawing Master; this was for the instruction of the Foundationers; but the Head Master would augment this salary by fees for the instruction of the non-Foundationers; 121–124. By an

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order of the Charity Commissioners, dated 1859, the Masters are empowered to erect a Natural Science School, to pay 3*l.* 13*s.* 6*d.* for the instruction of each foundationer in mathematics, modern languages, and the natural sciences, in lieu of the 3*l.* 13*s.* 6*d.* previously allowed for mathematics and modern languages only; before that time there was a Natural Science Master, and he was paid by fees from all the boys alike; but at this time a change was made, and the instruction was provided for the Foundationers gratuitously; at the same time provision was made for increased instruction in mathematics in the appointment of a mathematical Master on the Foundation at 120 a year; 125–132. (*Dr. Temple:*—The Government of the School is vested in 12 Trustees; but the Head Master, with their sanction, exercises power over the whole School; the working of the system depends wholly on a thoroughly good understanding between the Trustees and the Head Master; believes the Trustees did not enter into a written understanding with Dr. Arnold as to the discretion he was to have; 133–135. An answer stating, however, that the Trustees occasionally, but chiefly on the Master's recommendation, make rules, &c., witness is asked to explain the "chiefly;" they never in his time made such rules without his recommendation. (*Mr. Hefford*:—This refers to a former time; remembers an instance; Dr. Arnold suggested that a place of solitary confinement should be provided as a punishment, and the Trustees did not approve of it; such rules were generally reduced to writing, but there were so few of them that he did not know where to put his hand on any; there was one altering the number of subjects to be examined from at the exhibitions; that was made on the recommendation of the Head Master, and it appeared in the form of a minute of a meeting; 136–140, and 188, 189. (*Dr. Temple*:—Would not make any important change in the School without communicating with the Trustees; upon his recommendation the Trustees would probably adopt the change and record it in writing; practically his discretion in the management of the School has never been interfered with; 141–145. His power in removing Masters; the practice; 146–151. The Head Master has the school-house, containing accommodation for 70 boarders, and a large garden and close, free of rent, rates, taxes, and repairs; the value is not stated in the returns of income. (*Mr. Hefford*:—The house and land would be between 400*l.* and 500*l.* a year; 152–153. (*Dr. Temple*:—Each Assistant Master is expected to devote himself exclusively to the duties assigned to him by the Head Master, and is responsible to him for the discipline and good behaviour of his form; the Head Master relies on the reports of the Under Masters, but it is his practice occasionally to examine the forms of the Under Masters; 154, 155. No difference in the status of a mathematical and a classical Master; the same deference is shown to the latter; he has the same power of discipline; has boarding-house; 156–159. Drawing Master, 160, 161. Writing Master teaches writing and arithmetic; he and his assistant teach 137 boys; this they can do efficiently according to the time allotted to the subject; the present Master is an exceedingly good man; he has been the Master 46 or 47 years, and never failed in his duty; in the event of a change would get a University man, and so make the writing Master an additional mathematical Master; the present Master is engaged in teaching about six hours a day; 162–172. Writing Master receives 5*l.* 5*s.* as librarian; 173–177. The Chaplain, with a salary of 50*l.* a year, is the Head Master; the salary handed over to the chapel; the history of this state of things is this: Dr. Arnold, on becoming Head Master, was desirous of preaching to the boys, and to avoid incurring the possible imputation that he undertook the office of Chaplain on account of the salary, he asked the Trustees to be allowed to act as Chaplain, giving the 50*l.* to the chapel for whatever purposes he thought best, and it is still paid over to the chapel improvement fund; 178–186. The Trustees never, to his knowledge, wished to interfere with the appointment of the Under Masters, 187. (*Mr. Hefford*:—The Trustees used to appoint three Exhibitioners every year for seven years; and by an arrangement of the Charity Commissioners in 1859, they can now appoint five for four years, making a difference between 20 exhibitions and 28; by the 59 Geo. III. c. 71, the Trustees are required to send eight Exhibitioners, all above that is permissive only; order of the Charity Commissioners on the subject; 190–195. No power exists of altering or amending orders, except by going to the Charity Commissioners, and, with their sanction, to the Court of Chancery; 196–198. (*Dr. Temple*:—The School has no Visitor; but the duty of Visitor is efficiently performed by the Trustees; the Bishop of the diocese has no visitorial power over the School; 199–202. (*Mr. Hefford*:—When a second Master was appointed, his salary was 80*l.*; Mr. Chartres was appointed when Dr. James came from Eton and introduced the Eton system; 203. (*Dr. Temple*:—Dr. Arnold's scheme, having mathematics and modern languages taught as part of the regular school work by the classical Masters in their forms, afterwards modified by Dr. Tait, whose modification is now matter of history only; 204–207. (*Mr. Hefford*:—A sum of 15½ guineas for the non-Foundationers, fixed by the Trustees in 1828 at the same time as the 3½ guineas for the Foundationers' instruction in mathematics and modern languages, sanctioned by the Court of Chancery in 1851; it would not be competent for any person but the Trustees to alter or increase it; 208–214.

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(*Dr. Temple*:—Thinks Dr. Arnold's system a bad one, because it mischievously restricted the choice of Masters if a man was obliged to teach classics, mathematics, and French and German; his opinion would be the same, supposing the classical Master were required to teach French only; it would sometimes deprive the school of the best man in classics; 215–220. The subject pursued; 221–224. Duties of senior composition Master; and junior; 229–231, 239, 240, and 254. Reserve fund explained; 242–244. A classical private tutor, at a fee of 10 guineas, is practically necessary in all the forms between the Lower School and the Sixth; the private tuition effects the promotion from form to form, and where a boy has reached the highest the assistance becomes practically unnecessary; most of them, however, probably nine-tenths, continue to pay the tuition fee; the private tutor would not be the boarding Master, if the boarding Master were a mathematical or modern language Master; a Foundationer who applied for would have a private tutor gratis; the subject pursued at great length; 245–282. The senior and the three mathematical Masters are limited to 50 mathematical pupils each; that is not too large a number; the Master has to give each set two hours' instruction a week, and this is as much as they ought to undertake, over and above their school work; the regular instruction the boys get in school is included in the ordinary school charges; this is extra work for special boys, whose parents wish them to learn more of mathematics; 283–286. Foreign language Masters: both teach French and German; one an Englishman, the other a Prussian; they find no difficulty in maintaining order and discipline; are on precisely the same footing as the mathematical Masters, both in and out of the School, and one of them has a boarding house; the pronunciation in French and German of both Masters is good; 287–310. Every non-Foundationer pays 30*s.* to the writing Master; if he does not require instruction in writing or arithmetic, he gets extra lessons in mathematics; small deduction for the reserve fund; 311, 312. Profits of the boarding houses; averages them at 14*l.* a boy, or 17*l.* 10*s.* at the Head Master's, where no rent is paid; 313–315. The incomes of the 19 Lower Masters average 700*l.* a year, exclusive of the profit of the boarding houses; probably the total income of the seven senior Masters is about 1,600*l.* a year each; 313–321. The present Masters are enough to teach the School reasonably well, but there can be no doubt that a few more would be a great improvement; it is, however, questionable whether the salaries should be further lowered, as though first-rate men can be obtained, they cannot be had so easily as they could three years ago; and it would be a great mistake to lower the standard of Assistant Masters, in order to make the average size of a form 29, instead of 33; three years ago he asked a man to come, and he came; this year he asked four men to come, and they declined on the ground that the money was not enough; has not been able to hold out to a man a prospect of his coming in time into 1,600*l.* a year, because he cannot tell that when the turn should come, the School would be full; all he has been able to say has been, "You will get so "much a year, and there are so many boarding houses, to one "of which you can look forward;" 322–325. As there is not room for more boys in the School, if boarding houses were to be increased the number of boarders in each house must be diminished, and this would take away one of the great inducements to able men to accept Masterships; cannot give an average of the number of years a man would have to wait for a boarding house; has known a man wait 10 years without getting one, and has known another get one in two years; the subject of Masters' income pursued; the mathematical and modern language Masters get houses just as the classical; 326–338. Number of boys in form and as private pupils; 339–341. No appeal to the Trustees against the Head Master in his time; one in Dr. Goulburn's; 342, 343. Assistant Masters are all from our own Universities, except one modern language Master, who is a foreigner; in selecting Masters, no preference is given to a Rugby man; 344–346. The Foundationers wear no particular dress; 347, 348. Requiring a two years' residence has somewhat checked the influx of strangers, but those who do come stay longer; they now frequently come before their boys are old enough for school, so that when they are old enough they become Foundationers at once; 349–351. (*Mr. Hefford*:—The position of the Foundationers is much more advantageous than it was originally; the education is infinitely superior, and more varied; 352, 353. Has known Rugby 26 years, during which it has increased from a population of under 4,000, to 7,818; in 1831, it was 2,500 only; the increase has arisen by the immigration of new inhabitants, in some measure owing to the railways, but mainly to the popularity of Rugby as a place of education; the town is so altered, that a person set down in it without being told where he was, would not recognize the place; the value of the property in it, during the last 30 years, has probably increased 25 per cent.; 354–368. The population that supplies the Foundationers is chiefly a fluctuating population; people come to the place to get the benefit of the education for their children, and then leave; if a person 300 years ago left a school for the benefit of the inhabitants of the town in which he lived, those inhabitants did not bear the same relation to the locality that the present inhabitants of Rugby do; there are six resident boys in the School who are not Foundationers;

TEMPLE, the Rev. FREDERICK—*cont.*

they are in the course of qualification to become Foundationers, every one of them; they become qualified *ipso facto* by living there two years; does not know the proportion between the *bonâ fide* residents, and those who come for the purpose of the education; 369–380. Any tradesman of Rugby can send his son to the School; 381. (*Dr. Temple*:—Foundationers admitted by the Head Master without application to the Trustees; 385. Has three times as many applications for the admission of non-Foundationers as he can take into the School; 391, 392. The 14,000*l.* raised under the 54 Geo. III. was spent in the erection of a chapel, and increasing the number and stipends of the Exhibitioners; 386–390. School bills are sent in to the parents twice a year; 65*l.* is the half-yearly average; has known the yearly bills amount to less than 100*l.*; 393–401. Dancing, drawing, drill, rifle corps, mentioned; 402–407. Assignment of "studies" and bedrooms depends solely on the discretion of the Masters of the boarding houses; it is rare to have as few as two boys in a bedroom; brothers are generally placed together; 411–415. Prefers the Rugby system of studying in the studies, to the Eton plan of studying in the separate bedrooms; also prefers large bedrooms, by which he means rooms containing more than two; private prayers are said in the studies; or in the bedrooms, before going to bed; 428–443. Diet; the food is good, sufficient, and well cooked; his own boys eat nearly 1 lb. of meat a day; complaints rare; when made, inquiry was at once instituted, and remedy applied, if any required; resort to pastrycooks neither customary nor recognized; 416–421. Washing and bathing, sponge baths, bathing in the Avon; 444–450.

Further examined, with Mr. Hefford, page 254.

(*Mr. Hefford*—explains the capitation fee paid to the Head Master for a Foundationer by the Trustees; 3*l.* paid under 17 Geo. III., 2*l.* by the 1808 order of the Court of Chancery, and 1*l.* 6*s.* by the 1823 order of Chancery, and another fee of like amount, namely, 6*l.* 6*s.*, divided among the Assistant Masters; 451–465. By an order of the Trustees, in 1828, private tuition is made optional, and the price fixed at 10 guineas for the Upper School and six for the Lower; such order has not been altered, but 10 guineas is now paid for the Lower School as well as the higher; 465–477. (*Dr. Temple*:—Does not know when 10 guineas were first taken instead of six; it was before he became Head Master; there are very few in the Lower School who have private tutors; 478–480. (*Mr. Hefford*:—Under 17 Geo. III. c. 71, the Writing Master's remuneration is 40*l.*; but in 1826 the Trustees increased it to 50*l.*; 481–483. The witness is examined with regard to the exhibitions charged in the account put in at 960*l.*, and explains the change which has been made with regard to them; 484–488. At the time of the Founder's death, the value of the Warwickshire property was more than twice that at London; now the London is 46 times that of Warwickshire; 489–492. At present there is not a Brownsover boy in the School; all the Foundationers are from Rugby; 493–496. Hands in a table showing the population of Rugby at different periods from 1563 to 1861; 497–500. The rateable value of the property has trebled in 30 years; 502. Rugby was originally a chantry attached to Clifton, but that was anterior to the time of the Founder; 501. Portions of the Head Master's land have been added in recent years to the School close; perhaps other ground in the neighbourhood might be obtained for the Master's use, but that is doubtful, and at all events the price would be high; 524–542.

Dr. TEMPLE further examined alone, page 257.

The arrangement not to take boarders under 12, but to admit resident boys earlier, if competent to commence learning Latin, does not affect the prosperity of the School; 543. Would have no objection to make final and compulsory the resolution of the Trustees to discontinue appointing to fellowships, except in special cases; 544–547. The accounts contain all the school-payments made by the Head Master, except a few prizes which are entered in the School lists; 548–555. If a boy is so backward that he cannot rise above the Lower School by the time he is 16, or reach the Sixth Form by the time he is 18, it is presumed that the Rugby system is not adapted for his education, and that it is better that he should be sent where he can get more individual instruction and special preparation; hence the rule that a boy cannot remain in the Lower School after 16, nor below the Sixth Form after 18; 556–558. The rule is not strictly adhered to, but it is never broken without special permission; 559–562. A few boys are placed in the Fifth Form on their arrival; none in the Sixth; 563–567. A boy is required to leave at the end of the half year following his nineteenth birth-day; 566–568. The Trustees are always consulted by the Head Master before the introduction of any new study into the School; 569–573. Every Assistant Master has a large discretion in determining what books he would use in teaching his form; he cannot, however, use any grammar he likes; at the beginning of the half year he sends a report to the Head Master of what he is going to do in his form, and then the Head Master interferes, if he thinks proper; the Head Master is responsible for everything, but he consults the other Masters once a month; 574–586. Dr. Temple explains by reference to a table the constitution and working of the "parallel divi-"sions;" 587–608. The classical Masters teach divinity and history; in these subjects they are bound by a cycle which extends over three years, and which is so arranged that the great

RUGBY.

TEMPLE, the Rev. FREDERICK—*cont.*

bulk of the School is working at the same periods at once; explains this; 609–619, 624–627, and 638–639. Holiday tasks; 620–623. Determination of the number of sets in mathematics by the mathematical and modern language Masters; 628–637. Physical science; modern languages, how far compulsory; French learned first, then German; under the present arrangement a boy may go through Rugby without learning French or German at all; there are very few who do not study modern languages; modern language conversation classes not compulsory; school details and entrance examination to determine the boy's position in classics, modern languages, and mathematics; 640–675. Mode of regulating promotions; the supremacy of the classics maintained by the greater number of lessons given in classics; the same number of marks given for each lesson; the proportion of marks may be stated at 78 in classics, including divinity and history, 12 for mathematics, and 10 for modern languages; more School details; 676–709. The examinations are searching; the whole School have the same papers in the June examination, not in the December; the two examiners from Oxford and Cambridge are informed before-hand what subjects they are to examine in at Christmas; so are the Vice-Chancellors who appoint these examiners; the same examiners examine in mathematics, modern languages, and natural science, getting assistance in any division if they require it; 710–737. Further details as to the examinations; 738–780. Extras, details concerning them; in classical extras the boy always has the assistance of his private tutor, in mathematical if he chooses; 781–808. Exhibitions; 809–813. Work of private tutor. Private tutor reports to the parents monthly concerning his pupil; when the pupil does not board with the tutor, the boarding house Master reports as well, adding to the tutor's report what he thinks of the boy's general conduct; 814–828. The boy chooses his boarding house, and the head of the house is his tutor; the boy cannot change; the boys have most confidential communications with their tutors; if he lodged in the house of a mathematical Master he might go to that Master, but as a rule he goes to his tutor; thinks the tutorial system necessary, and that it is also beneficial both intellectually and morally; had he to go to a new school to organize it he would introduce the tutorial system, but not in a very small school, because there every Master knows every boy, whereas in a large school this is quite impossible, and with the tutorial system every boy is attached to some one; the subject pursued; 829–857. The average number of boys under a Master is now 33, the average number of pupils under a classical tutor 45; does not consider the numbers too great for either Master or boys; 852–854. When boys, under circumstances, are allowed to drop their Latin verses in order to take up some other study, they fall off in their classics and lose their interest in scholarship; 855–858. The libraries in the boarding houses are much used; the boys subscribe 10*s.* a year; they select their own books but have to take them to the Master of the house for approval; 859–865. Prizes given for drawing, with marks enough to make the difference of a place or two at the end of the half year; this works very fairly; gives the marks himself with the drawing Master; 866, 867. Pains have been taken by successive generations of Masters to foster, in the public opinion of the School, a strong sense of truth, and a strong sense of the duty of keeping up the good name of the School; the Sixth Form boys are considered by their school-fellows as the natural guardians of the good name of the School; 868, 869. All the boys attend service in the chapel on Sundays, Good Friday, Ascension Day, All Saints, the 20th October, which is Lawrence Sheriff, the Founder's day, and Passion week; on other occasions there are prayers in the great School; prayers in the houses every night; also on Sunday mornings, unless there is early service in the chapel; on week day mornings there are prayers in the great school; on the question of having the morning prayers in the chapel has consulted many old Rugbeians, and the result is that all who are sons of clergymen are in favour of using the chapel, all the rest against it; for himself he would not make the change without being sure of its utility, for it would be a mistake to outrun the religious feelings of the boys themselves; the prayers are read in the chapel by the Masters in rotation, minus the Litany; 870–882, and 884. Preparation for confirmation devolves on the tutors and the boarding house Masters, if clergymen; 883, and 892–895. The attendance at Holy Communion is large immediately after confirmation, subsequently it diminishes as boys leave School; there is a reverential feeling among the boys; 885–891. Sunday lessons; 898, 899. Punishments: solitary confinement for an hour or two, and caning on the hand (not exceeding half a dozen blows), writing out Latin and Greek, learning by heart, flogging; writing out may tend to damage the handwriting a little; flogging very rarely inflicted; the Sixth Form exempt from flogging, it is not used even in the Fifth, a big boy is not flogged; the average of floggings might be four a year; it would be inflicted for telling a lie, common swearing, or obscene language; it sometimes happens that parents are requested to remove their sons; perhaps once a year a boy is expelled; little boys would be flogged privately, but boys who are flogged for grave moral offences are generally punished in the presence of four of the Sixth Form; the subject pursued;

TEMPLE, the Rev. FREDERICK—*cont.*

900–940. The Sixth Form also report offences to the Head Master, if such as they cannot correct themselves; or think it better to leave to the Head Master; this happens three or four times a year; an offence committed in a boarding house would be reported to the boarding house Master; if committed in the school close, to the Head Master; 941–945. A Sixth Form boy may set lines to an offender not in the Sixth Form, or cane him over the shoulders, but not kick him, or strike him with the fist; 946–951. The real check to an excess of punishment is the power of appeal, either to the whole Sixth Form or to the Head Master; an appeal is made every now and then; the Sixth Form may inflict punishment on the spot, if not stopped by appeal; if the appeal is claimed, he holds his hand; it is possible that a Sixth Form boy of 18, might cane a boy of 17; 952–959. In the word "cane," witness includes an ash plant, or a small stick; the Sixth Form carry canes habitually only when they are præpostors, and are "calling over"; 960–968. The Sixth Form have bounds, but they are more extended than the bounds of the other boys; they have likewise a few trifling exemptions; 964–968. The management of the school close is in the hands of "the big side levee," consisting of all the boys in the Upper School; they make regulations for the games, and have a right to tax the whole School, subject to the approval of the Head Master, and subject also to the condition that they themselves pay twice as much taxation as the rest of the boys; 969. Fagging, as it exists at Rugby, is on the whole healthful; the Sixth Form fag the boys below the Upper School, so that the "Twenty," the Fifth, and the Lower Fifth can neither fag nor be fagged; the fags do not wait on their fag masters at meals; at supper, they fetch their master's bread and cheese, and toast the bread. (*Lord Devon*:—I presume from this that they do not do what used to be done in my time at school, clean shoes? (*Dr. Temple*:—No; 970–976. The Sixth Form have also the power to compel all boys to take part in the games who are not exempted by authority; what is called fagging at cricket has very much disappeared, but a Sixth Form has power to call to a boy under his jurisdiction, "Come and fag out," and keep them fagging an hour and a half; but this is rarely exercised; there is no fagging at rackets; the Sixth Form can compel the attendance of the smaller boys at foot-ball; 977–992. Instances of gross abuse of the power of fagging would be sure to come to the knowledge of the Masters if they were frequent. Explains how; if a Sixth Form boy saw another Sixth Form abuse his power he would bring the case before the Sixth Form generally; the Sixth Form is too small a body to hold its power by force; 993–999. Very little bullying at Rugby; public opinion would resist bullying, and resist it indignantly; 1000–1002. A strong feeling exists in the School of the absolute duty of telling the truth, not only among themselves, but to the Masters; 1001–1003. There are only two Terms at Rugby, although at other Schools, such as Eton and Harrow, there are three; prefers the Rugby practice, and does not think the lengthened School periods are attended with any improper strain on either Masters or boys; 1004–1012. Time for work and time for play at Rugby; 1013–1018. The School and close contain 13 acres; 1019, 1020. The volunteers are under rules made by themselves; opinions on this and collateral subjects; 1021–1026. It more frequently occurs than the world imagines that boys remarkable for intellectual power are also remarkable for athletic superiority; 1027. Rugby, at present, has 14 Masters to 463 boys, giving 33 boys to a form; thinks 33 rather too many, because, with an average of 33, there must inevitably be in some of the forms 38, or something like that, and that is really too many; an average of 26 would be preferable; 1028–1030. Is in favour of raising the School fees from 15½ guineas to 20; believes this would not be complained of by parents, and the gain in teaching would be great; more boys are refused every year than admitted; that extra charge would give four new classical Masters; 1031–1036. States and explains his opinion as to the value of mathematics and physical science as instruments of mental culture, and as compared with literature, which he considers superior in this respect; the subject amplified; 1037–1048. Supposing the School fees raised to 20 guineas, he would recommend that money should be borrowed in order to enlarge the School; and in the event of the Trustees agreeing to his suggestion, has no doubt that means could be found of buying either land or houses for the enlargement; moreover, a part of the School property down behind the Chapel might be used for new schools; 1049–1051. Cannot suggest any improvement in the existing system of education at Rugby, but thinks the system may be improved in its operation; 1052–1054, and 1056–1060. Opinion as to the advantage of the public school system, both to the diligent and to the idle boy; 1055. Though the present teachers of French and German at Rugby can at the same time form the minds of their pupils, he regards the modern language masterships as the most difficult to fill up; 1061, 1062. Expresses an opinion adverse to a further extension at Rugby of what in its development is denominated "bifurcation;" on coming to Rugby his inclination was strongly the other way; "bifurcation" is being tried at Cheltenham and Marlborough; 1063–1068. During the last four or five years a great many scholarships have been opened at the Universities for classical and mathematical attainments; good scholars of Rugby are beginning to derive great benefit

TEMPLE, the Rev. FREDERICK—*cont.*

from their success in the competitions; it is an exception for a boy to leave Rugby with an Exhibition and not obtain an open scholarship at one of the Universities; Rugby gave six Exhibitions last year, varying from 40*l.* to 80*l.*, and five of the winners obtained scholarships also; in that way none of the five have less than 120*l.* a year, and some have 150*l.*; 1069–1070. Explains some apparent discrepancies in the returns of school work, especially with regard to the absence, in the higher forms, of English composition, &c.; and gives answers on various points of school detail; 1071–1104.

VECQUERAY, G., Esq. (The Rev. P. BOWDEN SMITH examined with him), page 283.

When he first went to Rugby, the quality of the meals was not good; the food did not seem to be nicely looked after; Dr. Temple reformed that, and there is nothing of that kind to be complained of now; the beer was very good indeed; the diet was bread and butter for breakfast and tea, with either tea or coffee, meat for dinner, with pudding every other day, and bread and cheese and beer for supper; meat only once a day, unless the boys had been out for a very long run, and then meat would be sent in for tea; the boys used to procure meat for breakfast; 1642–1653. Mode of spending Sunday; chapel three times, Bible lectures and religious instruction, meals, much walking, and preparation on Sunday of Greek Testament for Monday morning; (Greek Testament also on Thursday) sermon in the afternoon by Dr. Temple or one of the Masters; Dr. Temple's sermons popular; boys also wrote letters home on Sunday; 1654–1683. The boys were very carefully prepared for Confirmation by Dr. Temple by means of lectures and private examinations; there seemed to be a proper feeling on the subject among the boys; one frequently heard the remark, "So and so is doing what one would not expect from "a fellow going to be confirmed;" 1684–1693. The Sunday after Confirmation the boys take the Sacrament, but there is no compulsion; 1694–1702. Thinks private prayer more likely to be offered in dormitories than in single rooms; a fellow would not like to be noticed as not saying his prayers; silence is required for prayer; 1703–1705. Prefers dormitories to small sleeping rooms, because there would always be a Sixth Form boy in such dormitory; 1706–1709. Effect of this on the Sixth Form boy in his private reading; 1710–1718. Thinks there was no bedroom bullying at Rugby; 1719–1725. Private tuition necessary as soon as a boy has reached the middle of the School, if he wants to have any position in the form at all; the boarder has a private tutor from his entrance; the fee is 10 guineas, paid as an extra by the parents; the subject pursued in detail; 1726–1754. From his experience at Cambridge thinks that the head boys of Rugby have read more when they come to the University than the head boys of Eton and Harrow, but not more than the head boys of Shrewsbury; 1755. Details of the classics generally read by a boy going to Trinity or Balliol from the front ranks of Rugby; 1756–1785. Thinks there is too much original composition in Latin and Greek at Rugby; and too little of translation into Latin and Greek; details on this subject; 1786–1806. Assisting each other in composition is not thought ill of in school; preparation of lessons; 1807–1817. The principal stimulants to work at Rugby are a desire to rise in the school, the hope of a prize, and the fear of punishment; 1818. The home influence operates well; the parents take interest in the progress of their sons; the school takes great interest in the public competitions and prizes; 1819–1822. Thinks the boys are not overworked; 1823. They work more than 30 hours a week; 1835–1839. Operation of the parallel forms; 1824–1834. Considerable intercourse between the Head Master and the other masters and the boys; the Head Master and other masters would see the games, and four or five of the masters join; one of the masters was the best hand at foot-ball in the School; 1840–1850. About two hours a week given to modern languages in School, besides exercises and preparing lessons; much attention paid to the lessons, which moreover count in the marks; one of the teachers is a German, but he has no difficulty in keeping order; did no French at Rugby, he knew it when he went; but learned German; knew nothing of the language before, but when he left could read Schiller pretty well; learned it grammatically, with a correct pronunciation, but could not speak it; details as to the learning of modern languages at Rugby, and opinions on various points of the subject; 1851–1884. The classical fellows at Rugby thought modern languages *infra dig.*, and a bore; 1874 and 1889. Thinks it would be unpopular among the boys to give modern languages a more solid place in school teaching than they now occupy; 1890. Physical science as an alternative of modern languages; 1885–1888, and 1902–1905. History and geography not enough attended to at Rugby; thinks an hour a week might be spared to those subjects from classics; 1891–1901 and 1910–1913. Private reading of modern literature; Carlyle, Shakespeare, Tennyson, Macaulay were read, also the novels of Scott, Kingsley, and Dickens, not those of Thackeray; 1914–1927. There was a debating society at Rugby, to which members were elected by ballot; the members discussed the politics of the day, such as the present government, and past politics, such as Charles I.; the boys read up for the debates, and so acquired an amount of historical and other knowledge;

VECQUERAY, G., Esq.—*cont.*

1928–1948. "*The New Rugbeian*" magazine; 1949. Boys distinguished as scholars are also good at games; 1954–1957. Hare and hounds used to involve a run into the country of a dozen miles; most of the runs at present are about five or six miles; 1958–1965. Looking back to his time at Harrow, thinks it was employed educationally as well as it could have been; cannot imagine any better manufactory for turning the raw material to the best account; with the exception of his suggestions as to translations and history and geography, he does not wish to see the Rugby system materially altered; he finds the position of the Rugby boy generally as good as any other at the University; thinks the Rugby system as good as a public school system can be made; and looks to the education he received there with satisfaction and gratitude; 1966–1971.

WARNER, HENRY LEE, Esq., page 286.

Went to Rugby School in 1854 and left in 1860, since which has been at St. John's College, Cambridge; 1502, 1503. There are a number of residents of Rugby and within a radius of five miles whose sons are at the School, as many as 90 boys; they are upon a footing of perfect equality with the other boys when they get into the Middle or Upper School; some are the sons of tradesmen of the town; no difference is observed with regard to them when they rise; but very few do rise, for they enter the School knowing no Latin or Greek, and are either taken away very soon or else remain in the lowest Forms; 1504–1511. Duties and power of monitors described: they have to call over at dinner, at locking up, and at prayers, to see that the boys are in bed at a quarter past 10, to keep silence for about five minutes between 10 and a quarter past for private prayers, also to say public prayers in hall at half-past nine should the Master not come down, and besides this, they have to prevent any excessive noise in the house; then, out of the house they have to interfere on seeing any boys enter a public-house or do anything else that is wrong, to prevent smoking, bullying, or anything of the kind, and generally to look after the fellows; they could send the boys up, set them lines to learn or write, or give them a licking with a cane, subject to appeal; 1512–1520, 1530, and 1538–1541. The caning is a serious punishment; in School it is generally inflicted on the spur of the moment, but a Master is present; on other occasions they would have the offender up to their study, or before the Sixth of the house, or before the Sixth of the School if it were a very public offence, and even in some cases before the whole house; this would be in a very grave case indeed, where all the house was interested in seeing the punishment, *e.g.*, in an aggravated case of bullying; 1521–1529 and 1531–1535. There was very little bullying at Rugby in his time; personal violence would be aggravated bullying; 1524–1526. Silence is not kept at dinner; the boys are allowed to talk during dinner, in their bed rooms also after they are all in bed; 1527. The monitorial system as established at Rugby works satisfactorily and has the support of public opinion; very few fags object to it; 1528, 1529. More details of the monitorial system; thinks that discipline is far better in the hands of the Sixth Form than it would be in the hands of the Masters themselves; remembers no flagrant instance of monitorial abuse; 1542–1572. There was little drinking at Rugby in his time; when he went, public opinion was neither against nor in favour of the practice of drinking; when he left it was rather against it; public-houses were little used, visiting them was rather discountenanced, and a monitor would stop it; 1573–1579. After a great match of foot-ball or cricket, a player would get beer at a public-house, and could take a little fellow in with him; cases of drunkenness would occur chiefly on whole holidays, when, with consent of parents, the boys could go to Warwick or Kenilworth, and stay out all night, sleeping at a friend's; 1580–1589. Cards not allowed at Rugby; in his second half some fellows were discovered playing; there was little gambling; 1590–1592. The Sixth Form would consider themselves bound to interfere in case of any gross immorality; the tone of the School high; there was a very strong feeling against lying, even to the Masters; "cribbing" was the only thing that seemed to require rectifying; 1593–1597. The Sixth Form punished for smoking; the School generally did not regard smoking as an offence, they thought it silly; if a Sixth Form were discovered smoking by another Sixth, a "Sixth levy" would be called, and the offending Sixth might be obliged to leave; 1593–1604. Dormitories; not the practice at Rugby to have single rooms for the boys; 1605–1611. The boys in the Sixth Form, about 40 in number, alone have the power of fagging; does not think the power is often abused; fags would sometimes have to fetch hot water in the morning, and to make the toast for breakfast and tea daily; 1612–1616. There was also what was called "night fagging," in which the fags had to wait half an hour, while the Sixth and Fifth were supping together, to fetch bread or beer, or anything of that sort; 1616–1618. The "study" fag had to dust the room, and put the books on the shelves; rather liked the fagging, because it gave him an opportunity of talking to the swells in the School; kindly relations generally established between the Master and his fag; the Master protects his fag, and sometimes looks over his lessons; never knew an instance of spiteful fagging; 1619–1629. The fags had nothing to do with keeping the cricket ground in order; junior boys were liable to be fagged out at cricket, but that is almost done away;

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WARNER, HENRY LEE, Esq.—*cont.*

were compelled to play at foot-ball; 1629–1636. In the cricket season fifteen hours a week would be devoted to cricket; 1637–1641.

WILSON, J. M., Esq., page 280. (*See* evidence of the Rev. R. B. MAYOR, page 280.)

Further examined.

Came to Rugby three years ago as mathematical Master; had studied no physical science experimentally till six months before; 1357–1361. Stays in his school about four hours a day, three days in the week, working with his mathematical pupils; during a portion of that time the chemical pupils are in the laboratory adjoining, working at the analyses which he gives them, he being at hand to answer questions in case they find a difficulty; 1362, 1363. Facts and opinions with regard to the character of his pupils; 1364–1371. Some of them are of the highest ability; and on the whole they are above the average of the School; 1372, 1373. Only one physical science set in the Sixth Form, consequently some of his pupils are just entered, and some have been studying two or three years; meets the difficulty by sending the advanced pupils into the laboratory while he delivers lectures to the new comers; 1374–1384. Prizes for proficiency in physical science; fellowships and scholarships at Universities, some at Christchurch and Magdalen, Oxford, and

WILSON, J. M., Esq.—*cont.*

possibly some at Caius at Cambridge; they do not act as an efficient encouragement to the study; 1385–1402. The study of natural science is not prosecuted at Rugby as he would wish to see it, but he does not think it can be combined to a much greater extent than at present with a classical education; if all are to study classics, he does not think much more can be done in natural science; classics would probably suffer if he took his classes three times a week instead of twice; 1403, 1404. Thinks the alternative between modern languages and physical science ridiculous; the boys who wish for a modern education wish to do both; what he would suggest is, that classics should be left as free and open as possible; there are boys who gain nothing whatever from the classics, and when they have reached the Fifth Form they might, with the sanction of their tutors, drop some of their classical work, others might drop modern languages, but it should be left very free if natural science is to be much studied; there is one other method of teaching natural science; there might be periodical lectures, say once in three weeks, and the chemistry class should be purely optional, not an alternative at all; a good lecturer might make the subject very attractive; 1405–1412. Altogether, however, he thinks the state of instruction and proficiency in physical science at Rugby is as satisfactory as anything else in the School, as satisfactory perhaps as the study of classics; 1413, 1414.

MINUTES OF EVIDENCE.

SHREWSBURY.

Name of Witness.	Date of Examination.	Page.	Name of Witness.	Date of Examination.	Page.
	1862.			1862.	
Rev. B. H. Kennedy, D.D., Head Master of Shrewsbury School; Rev. John Yardley, Vicar of St. Chad's, Shrewsbury; Rev. E. C. L. Wightman, Vicar of St. Alkmund's; Rev. T. B. Lloyd, Perpetual Curate of St. Mary's, Trustees of Dr. Millington's Charity; T. W. Trouncer, Esq., Mayor of Shrewsbury; and J. J. Peele, Esq., Town Clerk, and Bailiff of the Free Grammar School.	May 22	313–315	Rev. B. H. Kennedy further examined -	May 23	329–339
			The Mayor of Shrewsbury, John Bather, Esq., Rev. Edward Warter, John Loxdale, Esq., W. B. Lloyd, Esq., T. H. H. Edwardes, Esq., Robert Burton, Esq., Rev. R. L. Burton, Governors and Trustees of the Free Grammar School, and J. J. Peele, Esq., Bailiff and Treasurer.	„	339–343
			J. J. Peele, Esq., separately examined -	„	343–346
			Mr. Edward Calvert, Assistant Master at Shrewsbury School.	„	346–348
Rev. B. H. Kennedy further examined -	„	315–325			
T. W. Trouncer, Esq., Mayor; Aldermen Hughes and Haycock; Councillors Brayne, Edwards, Southam, Bloxam, Norton, and Parry, Members of the Corporation of Shrewsbury; and Mr. J. J. Peele, Town Clerk.	May 23	325–329	Rev. G. W. Fisher, Mathematical Assistant Master.	„	348, 349
			Mr. T. A. Bentley, Assistant Master in Modern Languages.	„	349, 350
			C. E. Graves, Esq. - - -	Dec. 19	351–357

Shrewsbury, Thursday, 22nd May 1862.

PRESENT:

EARL OF CLARENDON.
LORD LYTTELTON.
H. HALFORD VAUGHAN, ESQ.
THE REV. W. H. THOMPSON.

THE EARL OF CLARENDON IN THE CHAIR.

The Rev. BENJ. H. KENNEDY, D.D., Head Master of Shrewsbury School; the Rev. JOHN YARDLEY, Vicar of St. Chad's, Shrewsbury, the Rev. E. C. L. WIGHTMAN, Vicar of St. Alkmund's; the Rev. THOMAS B. LLOYD, Perpetual Curate of St. Mary's; T. W. TROUNCER, Esq., Mayor of Shrewsbury; and J. J. PEELE, Esq., Town Clerk and Bailiff of the Free Grammar School, called in.

1. (*Lord Clarendon to Dr. Kennedy.*) We have received a memorial signed by four out of five of the Trustees of Dr. Millington's charity, and also by the Mayor of Shrewsbury and the Town Clerk and Bailiff. Do you speak for the Trustees on this occasion?—(*Dr. Kennedy.*) The Trustees are kind enough to desire that I should do so.

2. (*Lord Clarendon.*) The Commissioners are glad to see you and these gentlemen to consult with you as to the memorial you have submitted to us, and to receive any information from you as to the conversion of these four Millington scholarships. Perhaps in the first place I had better ask, you whether there has been any communication with Magdalen College on the subject. Are they aware of your wish?—(*Dr. Kennedy.*) Certainly, they are aware. I mentioned to Mr. Bright, the tutor, for the information of the college, that it was our intention to lay such a memorial before the Commissioners, and they are quite aware of our general feeling on the subject. We think the school has an equitable claim to the benefit of a moiety of the estate, one half having been alienated entirely from the school for the sole benefit of Magdalen College. We contend that it was the intention of the testator, Dr. Millington, who was born in the town, and was educated at the school as well as at Magdalen College, that the school and the college should equally share the benefit of the estate. We contend that there is a peculiar hardship in this case, because the benefaction was for scholarships or exhibitions for the school; and the conversion of those into fellowships, or rather the creation of fellowships instead of new scholarships or exhibitions, was an afterthought, and only decreed by the Court of Chancery, at the instance of the Trustees, in the latter part of the last century. One of the two fellowships was founded so late as 1817, and the other only a few years ago, in 1856, and we are certain that the four Shrewsbury Trustees would never have concurred in the petition to Chancery to create fellowships instead of scholarships or exhibitions, if they had believed that those fellowships would be alienated to the sole benefit of Magdalen College, while the school was to be left with only a moiety of the benefit arising from the half-share. At present the estate which was intended for the equal benefit of two public institutions has three-fourths of it appropriated to the benefit of one of those public institutions.

3. In what manner did Magdalen College receive the information of your intention?—They did not answer the letter, nor perhaps was it necessary that they should do so. I mentioned it in a letter I was writing to Mr. Bright in answer to one from him. I have intimated to the master and the tutor of the college all along that it was the intention of Dr. Millington's four Trustees in Shrewsbury to moot the question whenever they had an opportunity of doing so. They have been made quite aware of it.

4. You consider you have given them sufficient notice of your intention?—I think so; I am sure I have substantially given them notice.

5. How long ago was that?—I communicated our intention to them a few days before the memorial was transmitted to the Commissioners.

6. That is some weeks ago?—Yes.

7. They had time to prepare any counter-statement?—Yes.

8. Do you conceive there will be any opposition on the part of the college?—I conceive there will, from the answer we received the year before last, when they stated that they had, under a pressure they could not resist, yielded to the arrangement when it was proposed by the Cambridge Commission. Our reply was that we should be willing to acquiesce in the surrender of the fellowships to Magdalen College, if the college would acquiesce in the surrender of the scholarships to Shrewsbury school independently of the college. But that was officially declined.

9. (*Lord Lyttelton.*) The master of Magdalen College is the other Trustee, is he not?—He is the fifth Trustee.

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10. He is in no way concurring or joining in the memorial?—No; we did not apply to him for that purpose.

11. The other four Trustees have done so?—Yes.

12. (*Lord Clarendon.*) You are aware that we have no power to give effect to your wishes?—We are quite aware that at present the Commissioners have no such power.

13. In what way would you suggest that we should assist you in giving effect to this proposal; in what way do you consider that we should proceed?—We had no definite notion of the way in which the Commissioners would be able to assist us; but we thought that the recommendations of the Commissioners of Public Schools might result in an Act of Parliament similar to that which was passed with reference to the two Universities, giving power to the Commissioners to carry out what they should recommend.

14. Or to some similar body?—Yes.

15. That in our report we should give our opinion upon this subject?—Yes.

16. Did the Cambridge University Commissioners express any opinion in reply to your application?—They said they had not the power to give effect to it.

17. But did they express any opinion as to the equity of your claim?—No, they did not express any opinion.

18. Are you clear of the accuracy of that statement that the Cambridge Commissioners said they had no power to open the scholarships?—Mr. Bunbury, the secretary, stated so in his correspondence with me. He said they had no power to open the scholarships, and they did not give any opinion upon the equity of our case. They said the disappropriation of the fellowships was in accordance with the general principles they had laid down; they had power to do that, and not power to do the other, and so on.

19. (*Lord Lyttelton.*) The four old scholarships are still existing, are they not?—Yes, they are. The state of the case is this—the Millington estate is let on lease at 250*l.* a year, and therefore we may assume it to be let not at rack rent; there is also an accumulated fund of 10,300*l.* consols. Thus the estate is very nearly divisible into two parts; and the claim we venture to lay before the Commissioners today is this: let the college take the estate and give us the money for the benefit of Shrewsbury school in such a way as the Commissioners may think proper to recommend Parliament to sanction. The equity of the case would thus be satisfied and a great public good conferred.

20. I see by this paper there are four scholarships existing of the value of 63*l.* each per annum?—Yes.

21. Those are four scholarships for the benefit of this school?—They are.

22. Scholarships to Magdalen College?—Yes.

23. And the important question relates to the surplus fund beyond that?—No, I think not. We claim first that those four scholarships should be open; that is we suggest as a matter of equity that hereafter, those scholarships instead of being appropriated to Magdalen College, should, for the benefit of Shrewsbury school, become exhibitions open to any college in either University, *i.e.* that they should be open as widely as possible.

24. In consequence of those two fellowships being now alienated from the school?—They have alienated the two fellowships and consolidated them into one, and they require of us now (and it has not been resisted on our part) to pay the entire sum of 252*l.* per annum into the hands of the bursar of the college, that is, of the master, and that has been done. We did not think it wise to attempt any resistance; we preferred making the equity of our claim, as it appeared to us, as widely known as possible, especially making it known to the Commissioners of Public Schools, in the hope that the case would recommend itself to them.

25. Then there would be one open fellowship on the one hand, and four open scholarships on the other?—That is so; one open fellowship, which was two appropriated fellowships, and equivalent to four scholarships in point of value.

26. (*Mr. Vaughan.*) Is the only destination prescribed for the scholarships that for the benefit of Shrewsbury school?—Shrewsbury school and Magdalen College.

27. I see in the table, page 21, "The relations of the "said Dr. Millington"?—That, I think, must be Mr. James Millington's. That is another foundation.

28. What I am alluding to are the scholarships of 63*l.* each per annum?—We have never heard of any relations of Dr. Millington in reference to those.

29. According to this table, those scholarships of 63*l.* each per annum are to be given in the first instance to the relations of Dr. Millington, who shall have been educated at Shrewsbury school?—I think that is not correct.

30. This table then is not absolutely to be depended upon except with reference to the exhibitions for the school, the funds for which you have in your own hands?—I think there must be an error as to the relations of Dr. John Millington.

31. (*To the Rev. T. B. Lloyd.*) You feel confident the scholarships are not given for the benefit of Dr. Millington's relations who shall have been educated at Shrewsbury?—I am very confident of that.

(*Dr. Kennedy.*) There is about 300*l.* in the banker's hands; in consols 10,300*l.*, so that there should be 10,600*l.* in money existing now.

32. (*Lord Lyttelton.*) The will of Dr. Millington has no relation to the fellowships at all?—No relation to the fellowships at all. The fellowships were an after-thought entirely, established through the application to Chancery. It was thought four scholarships were as many as were desirable, and as the number of fellowships in Magdalen College was small, it was, towards the end of the last century, suggested and acted upon that a petition should be presented to Chancery to have fellowships instead of scholarships.

33. (*Lord Clarendon.*) I suppose it is considered as a disadvantage that the boys should be bound to go to Magdalen College?—I wish to say with regard to Magdalen College, that you cannot have a more respectable, well-conducted college. We have the greatest possible respect for the master and for the members of the college; but it is one of the smallest colleges in the University, and of course it must be for the benefit of Shrewsbury school to have the choice as open as possible.

34. (*Mr. Vaughan.*) Upon what principle do the electors make their election?—The scholars are elected at Magdalen College; I believe the college has that right. We have always wished that they should elect immediately from the school.

35. Then it has been necessary they should go to Magdalen College, in the first instance, in order to qualify themselves as candidates?—That has been so.

36. In making their election what has been the standard by which they have made the selection?—That I am unable to state; I should say they have dealt fairly by the school.

37. They have done it by examination?—Yes, they have done it by examination. I do not think they have rejected a candidate; indeed, if I thought a boy from Shrewsbury was not likely to pass a fair examination I should strongly recommend him not to go up.

38. (*Lord Clarendon.*) They have always been filled up?—They have always been filled up since I have been Head Master.

39. (*Mr. Vaughan.*) You have no detailed information as to how the examinations have been conducted?—No.

40. Have you had any means of forming a judgment whether the boys elected were the best of those you sent up?—Yes, I think so.

41. (*Lord Clarendon.*) The boys are sent in the hope of their giving satisfaction?—Yes; the college have made no complaints; they have been well satisfied with those we have sent, and they have filled up the scholarships to their satisfaction.

42. They have always been filled up ?—Yes.

43. Did a greater number than four ever go up ?—Hardly ever, the number in the school being so small.

44. (*Mr. Vaughan.*) But on whom does that depend; does it depend on the option of the boys themselves whether they will go to Magdalen College, or are they recommended to offer themselves by the authorities here?—It depends on the option of the boys; they or their parents sometimes ask my advice, and if they think proper to consult with me and I have an opinion I give it to them.

45. As to their fitness?—Yes; I think no boy has ever proposed himself who was not fit.

46. (*Lord Lyttelton.*) In fact you send only four?—Yes.

47. (*Mr. Thompson.*) There are a few exhibitions, tenable at any college, at Shrewsbury?—No, except a small exhibition of Dr. Taylor's, we have none.

48. Do you think if you had some exhibitions tenable at any college it would be a benefit to the school?—I think it would be a benefit to the school if we had four scholarships of 63*l.* per annum each, open to any college.

49. (*Mr. Vaughan.*) May I ask whether the benefit you contemplate would consist in having the choice of the place of their education at either university?—Giving us the choice of the place of further education. Of course every parent who wished to send his son to a public school, with a view to scholarships or exhibitions, would be more likely to send his son to the school where the further place of education was open to his choice.

50. (*Lord Lyttelton.*) I believe there are some exhibitions in this list which are open to either university?—There are some.

51. Are they open to all the boys?—In default of certain preferential candidates. In point of fact I believe that five out of the six present exhibitioners were not preferential candidates. But it might happen otherwise; it might happen there would come up a number of boys claiming the exhibition as a matter of preference; all this is a matter of chance. In the scheme I have sent in I have suggested that it would be a great benefit to the school if the scholarships and exhibitions were all open.

The Trustees and Mr. Peele withdrew

The Rev. BENJAMIN HALL KENNEDY, D.D., examined.

B. H. Kennedy.

52. (*Lord Clarendon.*) You are Head Master of Shrewsbury school?—I am.

53. How many years have you been so?—Twenty-six years at Midsummer.

54. "The property held by or in trust for that "school consists of the school buildings, master's "houses, and tithes, a freehold house at Grinshill, "two chief rents, and money invested in the public "funds." As to the money invested in the public funds, from whence was that derived?—The Trustees have 9,000*l.* in the public funds which forms part of the school estate, 3,000*l.* of which is now set apart by them for the purchase of those houses which constitute my junior house, the garden attached to it, and the house which the Commissioners have seen, appropriated to studies.

55. (*Lord Lyttelton.*) How long has that part of the property been in that form as money in the funds?—I am unable to state, but longer than my head-mastership.

56. (*Lord Clarendon.*) "Shrewsbury school was "founded by letters patent of King Edward VI. "A.D. 1551, addressed to the bailiffs and burgesses "of Shrewsbury, giving them certain tithes to found "a school, entitled 'Libera Schola Grammaticalis "Regis Edwardi Sexti,' empowering them to elect "masters and to make statutes, with the advice (cum "advisamento) of the Bishop of Coventry and Lich-"field." How far is that acted upon as to taking the advice of the bishop; is he always consulted, or does he merely give his approval?—I think there has been no new statute made. There was a scheme sanctioned by Chancery ten years ago, and the bishop appeared by counsel, and gave his consent officially to that scheme. I know of no instance in which the bishop has been called in to advise.

57. "The sole relation in which this school stands "to any other corporate body is comprised in the "two provisions of the Act 38 Geo. 3."?—The Commissioners will find as they go on, there has been a change in the constitution of the Trustees; the bailiffs and burgesses have ceased to have any share in the government of the school.

58. "(1.) That the mayor of Shrewsbury for the "time being is chairman of the Governors and "Trustees. (2.) That when a vacancy occurs in that "body the other Governors and Trustees nominate "three qualified persons to fill it, of whom the cor-"poration elects one." How does the corporation proceed in making that election; is it by vote?—Yes; there was an election last week; I understand one member of the corporation was desirous of sending the list back to the Trustees to nominate other persons, but Mr. Peele, the town clerk, informed them that if they did so, the Trustees would have the power of selection in their own hands; whereupon they elected Mr. Salt. After the Municipal Corporation Act it was considered that the corporation of Shrewsbury retained its power, otherwise I believe at that time the control over schools was taken out of corporations. It is a little inconvenient to have the affairs of the school made the subject of debate in a corporate body. I am not aware that any benefit arises from the power remaining in the corporation to elect one of three persons.

59. (*Mr. Thompson.*) The Governors and Trustees should be a distinct body?—I do not mean to advance any opinion on this case, but merely to speak generally of a corporate body.

60. They should be a resident body?—The locality should be recognized; but it would be undesirable that such a body should be the sole or the dominant power.

61. (*Lord Clarendon.*) You are alluding to the nature of a corporate body, not to the present corporation?—I am alluding to corporate bodies generally, not to the present corporation.

62. (*Lord Lyttelton.*) "Respecting the title, "*Libera Schola*, I append an argument which has "appeared in several public prints, tending to show "that *Libera* means exempt by royal grant from "other superiority." Has that argument ever been controverted in any public or practical way since it appeared?—There was an attempt made to controvert it by a barrister of the name of Grady, but I think it was rather an inefficient one.

63. That was merely in the way of controversy; nothing practical turned upon it?—No; nor was it intended to have any practical effect, except so far as it takes away the power of raising a grievance which some people are fond of exercising.

64. (*Mr. Thompson.*) There is no contest going on in any Court relating to that question?—No; it was purely as an antiquarian question I brought it forward.

65. It has not been raised in any practical shape?—No.

66. (*Lord Clarendon.*) There is one question I wish to ask you upon this paragraph 2, (Part II.) "On the one hand the bailiffs and burgesses having "the vantage ground of King Edward's charter, but "also tempted by the rich offer of Chirbury, con-"sented to surrender their right of electing the mas-"ters to St. John's College, Cambridge, of which "Ashton was a member; but they stipulated with "success for the condition that the college should be "bound to elect burgesses of the town." Was that an arrangement come to at that time?—I take for granted it was so. On the face of that proceeding it bears such evident marks of being a compro-

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mise, like the Act of the last century, that I rather assume that such must have been the case. I wish rather to draw attention to this fact, that there has certainly been, from that time to this, a little uneasy feeling among some persons at Shrewsbury, who take a strong interest in the school, and at the same time have local attachments, with regard to their connexion with St. John's College. They endeavoured in the course of the last century to overthrow that compromise, but were not able to do so. The Court of Chancery first, and the House of Lords afterwards, set aside an election made here under the old charter, which has no doubt left some little uneasiness of feeling, even at this distance of time.

67. (*Lord Lyttelton.*) You say: "At the close "of that century, the evil of the burgesses' claim to "the masterships being patent and acknowledged, a "new compromise was made, resulting in the Act of "38 Geo. 3." The main features of this Act, you divide under three heads, and the third is, "The gift "of the right of gratuitous instruction to all sons of "burgesses." There are two points upon that, one with regard to what immediately follows: what is to become of that class, the old burgesses: will they become ultimately extinct: You say, "The "effect of this last provision has been greatly modi-"fied by the Municipal Reform Act of 1835, which "has produced, and must yet produce, a perpetual "diminution of the old burgesses?"—I have not sufficient data to say at what rate that class is diminishing. It can only be continued in a town like ours, by descent or by servitude, *i.e.* by serving an apprenticeship under certain conditions. There is a power, I am told, of becoming a burgess otherwise than by descent or servitude, but I am given to understand that practically it is hardly ever achieved.

68. Do you know what the actual number of existing burgesses, who have the right of gratuitous instruction to their sons, is?—I do not know; Mr. Peele could probably answer that question.

69. You know the number is diminishing?—Yes, no doubt it is; I have myself known many families who have left the town, and others who have died out.

70. Apart from any particular circumstances which might render a compromise desirable or otherwise, do you conceive that the burgess right which at present exists, is conducive to the interests of the school, *i.e.* the right of the burgesses to the gratuitous instruction of their sons?—My own impression is that it would be impolitic to disturb it.

71. I mean supposing, apart from particular circumstances, you had to constitute a *quasi* foundation of this kind, would you do it in that form?—If the question be put in that form, of course I should not wish that such a constitution should be made.

72. (*Mr. Vaughan.*) But is not the number very considerable at the present moment of boys who have gratuitous instruction in the school upon their right as the sons of burgesses?—In the school or in the town?

73. Of boys who have a gratuitous education in the school as the sons of burgesses?—At present the number is about 25.

74. About a third of the whole number of the school?—The whole number is 131.

75. That is about a sixth part?—Somewhere thereabouts.

76. (*Lord Clarendon.*) There are 25 boys who have the right of gratuitous instruction?—Yes; the number was 65 when I became Head Master. It has been less; it has been 13 or 14; of late it has rather increased, but not from an increase in the number of burgesses.

77. Do you attribute the diminution to the falling off in the number of burgesses?—Yes.

78. (*Mr. Vaughan.*) I wish to ask a question as to the "scheme." What is the relation of the "scheme" to the Act of Parliament?—I presume as far as the new scheme differs from the Act of Parliament it supersedes the latter.

79. How is it that a scheme framed by the Court of Chancery can supersede an Act of Parliament?—I can only say that the Lord Chancellor (Lord Cottenham) gave that power to the Trustees; it was a proceeding under Sir Samuel Romilly's Act.

80. Are there not provisions in the new scheme which override provisions in the Act of Parliament?—There are provisions in the scheme which override provisions in the Act of Parliament, certainly.

81. Was there any intervening Act of Parliament which gave a power to the Court of Chancery in that way to override a particular statute?—No; Lord Cottenham in that respect differed from the Vice-chancellor (Sir Lancelot Shadwell) who refused to sanction the scheme in the first instance, and dismissed the petition of the Trustees. I had to act with St. John's College. I felt it, after consideration, to be my duty to act with the college in that. I followed their lead in resisting the petition. In the first instance we were successful; Vice-chancellor Shadwell dismissed the petition. Then the Trustees appealed, and Lord Cottenham set aside the Vice-chancellor's decision, and sent the case to the master in Chancery to frame a new scheme.

82. Then in fact the Lord Chancellor decided that the Court of Chancery had the power to frame a scheme, some provisions of which should override the Act of Parliament?—He did. My counsel on that occasion (the present Vice-chancellor Sir W. P. Wood), told me, "I think you will be unsuccessful on "the appeal, for Lord Cottenham's feeling is to ex-"tend the power of the Court of Chancery as far as "possible." It was, in one sense, unfortunate for me that he took that view; I had to pay the costs of my unsuccessful opposition.

83. Do you know yourself the particular points in which the scheme has overridden the Act of Parliament?—I do not think I could lay my finger upon them without looking it through.

84. Could you if I point them out?—Yes; the exhibitions for instance.

85. Do you happen to know whether there is any conflict between the scheme and the Act of Parliament as to the surplus revenues of the school estate?—The plea on which the petition was brought forward was that of an existing surplus, and the Trustees asked the advice of the Court of Chancery how they should dispose of that surplus.

86. I find the Act of Parliament provides that the surplus (after the application of the revenues to certain purposes which are mentioned) shall be expended in the creation of new exhibitions?—That was urged on the part of the college; they contended that the Act of Parliament sufficiently provided for the disposal of the surplus, and so Sir Lancelot Shadwell held.

87. Do you know, as a matter of fact, whether between the passing of the Act of Parliament and the framing of the scheme any such surplus had been so applied?—Certainly.

88. It had been so applied?—Yes.

89. Do you know how many exhibitions have been created in that way?—I cannot say; probably Mr. Peele can. He would, no doubt, by reference be able to inform you. I know of one that was an exhibition created in honour of Dr. Butler at the time he left, it was 100*l.* a year, more valuable than the rest, and that, by the scheme, was cut down to a level with the other exhibitions. That was altogether originated in honour of Dr. Butler's name, and was higher than the others on that account.

90. (*Mr. Thompson.*) Was that confined to St. John's College?—No, it was open to any college in either university. Those that were created after the Act were not to be limited, and that was one.

91. They have not done so of late years?—There are two out of the six not so limited. One is called the Butler exhibition, which was 100*l.* per annum, and that has been reduced to 50*l.* per annum as well as the others. One object of the scheme was to improve the livings, a very desirable object, certainly; but it has sometimes occurred in the school that boys of very great merit have left the school without an exhibition of any kind. It has not occurred so much of late years, since the scheme was esta-

blished. It often occurred before that time because they could not be given.

92. (*Mr. Vaughan.*) Was it not the case before the scheme was framed, that, under the Act of Parliament, supposing there was in fact no one fulfilling the conditions which limited the exhibition to particular persons, no other boy in the school would be elected to such an exhibition?—Supposing there was no one coming within any of the different categories an election could not be made.

93. But it would have gone towards forming a fund for the creation of new exhibitions?—It would.

94. But would those new exhibitions have been in the discretion of the Trustees applicable to the scholars of the school generally?—No.

95. They would not have been?—No.

96. They would have been subject to the same conditions as the old exhibitions?—Yes.

97. Then under the Act of Parliament there would have been no strictly open exhibition in the school?—None on the foundation. Since that time the Careswell Trustees have opened their exhibitions, and the good effects of that have already been shown. Lord Powis is one of those Trustees.

98. What are they Trustees of?—An estate left by Mr. Careswell for certain Shropshire schools.

99. Is the scheme acted upon in all particulars now?—Yes, generally.

100. For instance, the scheme prescribes that the scholars of the school shall be examined?—There have been no such examinations.

101. That examination has not been held?—It has not.

102. May I ask the reason why it has not been held?—It has not been called for by the Trustees and I have not called for it.

103. You have not thought it expedient to call for it?—I have been satisfied without it.

104. (*Lord Lyttelton.*) The bishop has not called for it?—The bishop has not called for it; no one has called for it. It did not lie on me as a duty to call for it.

105. (*Mr. Vaughan.*) Supposing that examination had taken place would it not have had this ult,res that candidates out of Shrewsbury school who were not the sons of burgesses might have been elected in the order of merit?—If there were no son of a burgess competent to go to college, in the opinion of the examiner, others would be chosen.

106. Candidates not being the sons of burgesses might have been elected in default of those who were?—And in default of those coming within the other categories, *i.e.*, there being none from Chirbury and so on. I have never known an instance of a claimant born in Chirbury parish. Boys born in the county often appear.

107. In default of candidates coming within those three conditions, boys would have been elected to exhibitions in the order of merit?—I presume so; it would have rested with the Trustees which of the boys should be elected, if it were so.

108. As a matter of fact, has there been commonly a default of persons who have fulfilled those conditions?—There has been commonly a default.

109. May I ask what has been the number of exhibitions which have been vacant each year, and would have been vacant if there had been such an examination?—They vary very much; I should think that since the scheme in all probability there has been an average of two exhibitions every year, which have been given to boys according to merit determined by the school examination.

110. Which, supposing the examination prescribed by the scheme had taken place, would have been given according to their merit in that examination?—Yes.

111. On what principle are they now given?—Entirely on my responsibility; but the boys perfectly well know that they are open to challenge.

112. The scheme prescribes that an examination shall be held, and the order of merit stated, and that the boys shall be elected according to that order of merit; how is it possible to do that if there be no examination; how would it be possible for those boys elected to prove to the college that they are the most meritorious candidates that could have been sent up?—There is an accurate examination of the sixth form, and the boys are placed in the order of merit in that examination.

113. Supposing another boy were to say, "I feel "myself entitled to the exhibition as being the "superior scholar," may I ask what course you would pursue?—I should at once request the Trustees to institute an examination.

114. But as it is, the practical decision rests with you?—It has been done in this way: the boys have come to ask my advice, or have agreed among themselves, and I have stated to the Trustees, "Such and "such boys are candidates." I have given the names when the time for the election came, and said, "Such "and such boys are candidates; they alone have "presented themselves for the exhibition, and in my "opinion they are qualified."

115. The boys consult with you in fact before they offer themselves as candidates?—They may do so or they may not. They may offer themselves without any consultation at all. They may simply tell me they mean to be candidates.

116. And in that case you would say whether you considered them qualified or not?—Any boy who offered himself for anything he had a right to claim would be accepted by me as a candidate.

117. And supposing several boys were to offer themselves more in number than the exhibitions to be filled up, how would the selection be made?—Certainly, in that case an examination would necessarily be made. I would not in that case take upon myself to decide upon the merits of the candidates.

118. (*Lord Lyttelton.*) Referring to answer 13, Part III., I should wish to know what it was that took place in 1840. You say, "Only once so far "back as 1840 has any contest for an exhibition "taken place at the school"?—It was the second election for the Butler exhibition, and as far as I recollect two boys presented themselves as candidates; one was a few places below the other in the lower sixth form, and I declined to adjudicate upon their merits, and begged that there might be an examination, and an examiner was accordingly appointed, and an examination was held.

119. How was the examiner appointed?—I rather think I appointed him myself; he was a Cambridge man I know.

120. Apart from the intention of the scheme you say the ordinary course is that no more than a sufficient number of boys to fill the exhibitions offer themselves as candidates for these exhibitions; do you select these boys according to the order of merit in the school examination?—I can hardly use the term "select." The boys know each other's strength. Take, for instance, the boy who got the exhibition last October twelvemonth. There was no boy in the school who would have thought of offering himself to compete with that boy.

121. But the scheme was framed, I presume, with reference to these very exhibitions; the scheme, therefore, intended that they should go by examination?—Certainly, and virtually it is so now; indeed, actually, because it is by looking to the school examinations that they test each other's strength and know each others strength.

122. (*Lord Clarendon.*) Has any boy offered himself whose strength was proved to be superior to the one who was appointed to the exhibition?—It may have happened. A few years ago there were, I thought, four candidates for three exhibitions, and I intended to request the Trustees to appoint an examiner; but before the time came the boys talked the matter over among themselves, and one of them withdrew his name. Three candidates alone presented themselves, and in that case all I had to do was to notify to the Trustees that there were three candidates for their three exhibitions.

123. (*Lord Lyttelton.*) Are you aware of an exactly similar system being in force in any other school?—It is not at all enforced in this school.

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124. I mean adopted?—It has been a matter of surprise to me, and the only pleasurable light in which I have regarded it is that it seems to show the confidence which the boys place in the result of the school examination.

125. (*Lord Clarendon.*) The fact is that the school examination is an examination for the exhibitions as well?—It brings out those boys who are fittest to take the exhibitions.

126. (*Mr. Vaughan.*) Is the result of the school examination known in the school always?—Certainly.

127. And is it an invariable rule in fact that the boy who stands highest in the school examination is selected for an exhibition?—They offer themselves; they are not in any way selected by me.

128. Has it ever happened that a boy has proved himself superior to all in an examination at the school and not offered himself as a candidate for the exhibitions of which we are speaking?—It may very well happen that the boy so supposed does not go up that year.

129. Does it happen that the boys offering themselves as candidates for exhibitions have not been the first set in the school examination?—Certainly, if they happen to wish to go up at that time, and others not to wish it.

130. (*Lord Lyttelton.*) I think you referred to half-yearly examinations?—Yes.

131. (*Mr. Thompson.*) Is there any difficulty in adjudicating upon the claims of the different classes of boys preferentially?—As between a burgess's son and any other Shrewsbury boy, the claim of the former would be considered preferential. Of course if there were a burgess's son a candidate for an exhibition he must be qualified. That happened within the last few weeks with regard to a Careswell exhibition. The boy was examined by an examiner sent by the Dean of Christ Church, and he proved himself competent, and he took it by his preferential claim.

132. (*Mr. Vaughan.*) Am I to understand that the scheme provides not for awarding any other exhibitions than those six which stand first in the list?—It provides for those only.

133. The others are not provided for?—They are not.

134. (*Mr. Thompson.*) Supposing it happened that a Shropshire boy was superior in the school examination to a burgess's son, would the burgess's son in all cases have the preference?—In all cases if he were competent. In some cases I have refused to certify competency. It is rather an invidious thing to do. I did so soon after I came here in a case in which one of the present Trustees, who highly distinguished himself at the University, obtained the exhibition. He was a burgess's son, but he had not the burgess claim because he was not born within the liberties of the borough, and therefore could only claim as a Shropshire-born boy. Another boy was put forward as a candidate who would have had a preferential claim; I think he was in the lower fifth form; and I refused to certify competency in his case. I believe the course I took was generally approved; of course there were some who did not take the same view.

135. (*Lord Lyttelton.*) There is no provision in the scheme that they must be in the sixth form?—I am not sure whether in the Act of Parliament there is not a condition of having been two years in the "head form." It is a vague term. I am not sure whether that is not so.

136. (*Mr. Vaughan.*) I see there is a provision in the scheme for the opening of all exhibitions other than those six which have been mentioned; to all colleges and halls in Oxford and Cambridge?—That is, all that shall hereafter be founded by the Trustees.

137. It says, "That all exhibitions other than the "two that were founded in the year 1656, and the "four which were founded afterwards, but before "the passing of the Act of Parliament for the better "government and regulation of the said school, "which exhibitions respectively have been hereto-"fore limited to St. John's College, Cambridge, shall "be opened to any college or hall in either of the "Universities of Oxford or Cambridge"?—That only refers to the funds at the disposal of the Governors and Trustees, not to any of these funds which, like Dr. Millington's, are under trust.

138. Has that clause in the scheme had the effect of opening any?—They have not founded any new exhibitions, nor apparently are likely to do so. They have cut down the exhibitions and scholarships to six at 50*l.* per annum each. The Trustees intended to create a building fund, I do not think they had any idea of founding new exhibitions.

139. In fact there are at present no exhibitions, so far as you are aware, upon which that particular clause can operate?—No exhibitions at present; there are two which are open to any college in either university.

140. (*Mr. Thompson.*) Of small value?—No, they are all equalised.

141. (*Mr. Vaughan.*) Do you happen to know where they come in this list?—They are the two held by Moseley and Batten. They are at Balliol. Oswald Smyth's is also open. Careswell's and Millington's are quite distinct from the others.

142. Is Taylor's exhibition open?—That is for either university. Unfortunately that is in a peculiar position, the fund is lost but the interest continues to be paid.

143. Does your eye fall upon any in this list that have been liberated by that clause?—None that have been liberated by that particular clause.

144. Then the clause has been inoperative?—I rather think it only agrees with the Act in that respect; that is my impression.

145. (*Lord Clarendon.*) What is the exhibition of which the fund is lost and the interest remains?—It is Dr. Taylor's exhibition. There was a defalcation for which, I believe the late Canon Newling of Lichfield was responsible—I think he was surety for the party, or that he was responsible for it; and his widow has been allowed ever since to pay the interest of the money without being called upon to replace the principal.

146. What will become of that when the widow dies?—That is a question. I found it had been the case in Dr. Butler's time. The Mayor of Shrewsbury and the Head Master of the school are the trustees of the fund, and I do not know what we ought to do in the matter.

147. Is Mrs. Newling the widow alive still?—The widow is alive and still pays the interest.

148. After her death no one will be responsible for that interest, I suppose?—I fear not; Mr. Peele is aware of it.

149. What does the interest amount to?—Only 23*l.* a year.

150. (*Mr. Vaughan.*) I suppose in consequence of an examination not having taken place the sum of 15 guineas which is provided for the examiners by the scheme has never been paid?—It has not.

151. Has the provision in the scheme with regard to the playground and the library been acted upon?—I have continued to pay the rent of the playground.

152. How do you interpret that clause. Is it not compulsory on the Trustees?—I do not know whether it is compulsory or not. Nothing has been done with regard to the playground. As to the library, there has been some little money laid out in cleaning the pictures and washing the room, but nothing with regard to providing books or instruments. With regard to prizes the Trustees have it in their power to give 50*l.* a year in prizes; they have given 25*l.* I have not been dissatisfied, it is as much, I believe, as they can afford.

153. (*Mr. Thompson.*) Do you pay the stipends of the assistant masters?—Of the new masters I have appointed, I do; but I do not complain in the least of that; I have been here 26 years, and am not so strong as I was, and if I appoint new masters to give me a little relief, it is a matter for my own consideration. But if that be considered, certainly the fee of 15 guineas each boy would be totally absorbed in the salaries paid.

154. (*Lord Clarendon.*) Each boy not a free burgess boy pays 15 guineas?—Yes.

155. And a free burgess boy pays nothing?—No. In certain cases I make it a question with the masters whether they will think it proper to remit the fees, and they are always very happy to do so. I would never, if I could help it, permit a boy to leave the school under those circumstances. I think it right to say that because it is not my sole act; I should be taking the credit which belongs to others, if I did not say it is the joint act of all the masters.

156. To remit the fees for a non-burgess boy?—Yes; such cases will occur. Take for instance the case of a clergyman who has died here and left a widow, whose entire income since the husband's death is not more than 100*l.* a year. When the husband was alive his living enabled him to pay for his son, since his death the widow has had only that small annuity and we have been happy to remit the fees. Those are circumstances which will occur. We talk it over among ourselves and agree to do it, it is the act of all, not the act of one.

157. (*Mr. Vaughan.*) Am I right in supposing that the sources of income of the under master would not make his salary more than about 500*l.* or 600*l.* a year?—I should think that is about correct.

158. I have made it out 562*l.*?—I should think it was very nearly about that; he has 2*l.* 12*s.* 6*d.* capitation fee upon about a hundred boys.

159. And he has boarders?—I think he has six.

160. With regard to the Senior Assistant Master, his income would be a capitation fee of 1*l.* 5*s.*, and a salary of 100*l.* per annum, about 225*l.*?—About that, I think.

161. The mathematical master, his income would altogether be 340*l.*?—Yes, because he has been disposed to give occasional lessons.

162. May I ask to whom those lessons are given: Is it to boys in the school or in the town?—If any parent has wished his son to take extra private lessons either in mathematics or classics, or composition, or anything of that sort, I have not objected. It has been an innovation upon me by parents; they have pressed me to do so.

163. That is lessons given to boys of the school?—Yes; but it is essential, and it is carried out, that no assistance be given to them in preparing their lessons for the school.

164. The same thing, you say, applies to one or two masters?—Yes; I think Mr. Fisher, the mathematical master, has had the lion's share of private teaching; and Mr. Calvert, who is henceforth to act as tutor in the school, has had a fair share of private lessons; Mr. Carr has been in the school too short a time.

165. (*A Commissioner.*) The first assistant master's income is not more than 225*l.*?—The Rev. Henry Greenwood is the first assistant master, and he has a salary from the Trustees.

166. The second assistant master, I make out that his income is about 200*l.* per annum, *i.e.* 100*l.* capitation fees and 100*l.* salary?—Yes, it would be about that.

167. The third assistant master, called here the mathematical master, I make out that his income is about 340*l.*?—In consequence of taking private pupils.

168. (*Mr. Vaughan.*) The French master, I find, takes boarders also?—Yes, Mr. Bentley, not being a foreigner, but having been educated abroad chiefly, and having a great aptitude for languages—a very able, active man indeed—came to us at the age of twenty-one and has always been incorporated with us in the school.

169. And his income is about 340*l.* per annum?—I daresay it is; he is a married man.

170. A layman?—Yes.

171. And the income of the writing master is 125*l.*?—Yes, probably, but he supplies the school with stationery, upon which he has a profit.

172. At what point of academical standing and attainments are you able to procure masters at these salaries?—It depends upon circumstances; sometimes there are plenty to be had, and sometimes it is very difficult to get a good master.

173. Do you take them very young, immediately after their degree?—Yes; there is Mr. Carr of Christ's College who was in the classical tripos of this year; he has just joined us.

174. Are you able to work the school satisfactorily with the means those salaries put at your disposal?—Yes, I think I am, certainly; I should of course be very glad to increase them. We have been very differently constituted, and consequently have not been able to obtain men of such first-rate university distinction, (and, therefore, I presume, of such first-rate ability,) as Harrow and Rugby, where they can offer houses and the profits of houses; we have not been able to do that, but we have been at no loss for good masters. To take the case of Mr. Calvert, for instance, a most able person; he did not take the place in mathematics, which would enable him to go out in honours, otherwise he would probably have come out very high in classics, and have obtained a fellowship at Cambridge. He missed that, and in consequence came to us. He has gained the position of an excellent scholar and an efficient master.

175. Do you think you have been as efficiently co-operated with in procuring distinctions for Shrewsbury school by the masters you have been able to procure as you might otherwise have been?—Yes; the gentlemen who come here do not look upon it as anything more than a fellowship at the university; they have about the emoluments of a moderate fellowship at the university; they have their rooms and dinner commons, and are looked upon by me as friends.

176. Has that led to a very frequent change of masters?—It has not; not of late years.

177. (*Lord Clarendon.*) Upon the whole you have no serious difficulty in procuring masters?—No.

178. (*Mr. Thompson.*) Are the greater number of masters married?—No; they take a mastership as a bachelor appointment, with a bachelor income, exactly as they would take a fellowship at the university. Mr. Calvert's is a curious instance. He had a wish to marry, and a college friend of mine wrote to ask if I had any man I could recommend for a colonial school in Trinidad; I offered it to Mr. Calvert, he took it and went to Trinidad, but his wife died in a year; he came back, and the gentleman (an old pupil of my own) who had filled his place was going to take a tutorship in his college, and he said, "I know you would like to have Mr. "Calvert back; I shall not stop longer than this "half-year, I will vacate my mastership now;" and Mr. Calvert came back and resumed his place.

179. (*Lord Lyttelton.*) I understood you to say Mr. Bentley was a married man?—Yes.

180. From what you said I inferred that the French mastership and the second mastership are the most valuable ones here, those Masters being able to be married men?—Yes, that is so certainly.

181. Mr. Bentley makes nearly 400*l.* a year?—Yes.

182. (*Mr. Thompson.*) Is it not a rule that if fellows of a college are appointed to a first or second mastership they vacate their fellowship?—At St. John's College it vacates a fellowship.

183. Only at St. John's?—If St. John's were to elect a fellow of Trinity College to be Head Master I should fancy he would not vacate his fellowship.

184. Is it not so in the Act: "That every person "so admitted in manner and form aforesaid to the "place of head master or second master of the said "school, shall, within 12 calendar months after his "being so admitted to such place, vacate any fellow-"ship which he or they may hold or possess in either "of the said universities"?—There it is so. They wished to have married men.

185. Mr. Rigg, the second master, has lost his fellowship by the operation of the Act?—Yes.

186. (*Lord Clarendon.*) The position of the French master, his *status* in the school, is quite the same as that of the other masters?—Yes, we have so valued him from the time he came, I saw his value very soon, and we have always treated him as one of ourselves.

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187. Does he wear the same dress?—No he is not a university man and therefore he does not do that. The Bishop of Lichfield offered to ordain him if he wished it, but he himself did not wish it.

188. And in manifestations of respect he is in the same position?—Yes, certainly.

189. And he takes the same position?—Yes, he acts as secretary for the school discipline; he has 50*l.* a year more for taking that duty.

190. Does he teach anything else than French?—French is the only modern language publicly taught in school, but he teaches German to private pupils.

191. Is he an Englishman?—Yes.

192. Where was he educated?—He was educated at Paris, and at Baden-Baden.

193. He speaks good French?—I do not pretend to be a judge of French pronunciation, but I should say he is a very good French scholar for an Englishman, and a still better German scholar.

194. (*Lord Lyttelton.*) The payments made to the Head Master and the under masters are all stated, are they not?—They are all stated.

195. Have all the assistant masters, to find their own houses; do they do the best they can for themselves as to that?—Mr. Bentley finds his own house. The new master, Mr. Carr, has lodgings; the others have rooms provided for them. The reason I did not distinguish these cases before, is that all these things are matters of arrangement.

196. Do the others lodge within the school premises?—The Commissioners have seen those apartments. Mr. Greenwood, the first assistant master, is in one, and Mr. Fisher, the mathematical master, in the other; Mr. Calvert lives in my junior house, and takes the discipline of that. Mr. Bentley has a house of his own. Mr. Carr is the only one who is obliged to take lodgings.

197. Do the four senior masters dine in your house?—Mr. Greenwood and Mr. Fisher dine in my senior hall; Mr. Carr comes to dine with Mr. Calvert in my junior hall.

198. (*A Commissioner.*) What are the salaries paid by the Governors and Trustees; I see "Capitation "fees and grants marked* are paid by the Head "Master; the other salaries by the Governors and "Trustees"?—Certain salaries are paid by the Governors and Trustees, not all the salaries.

199. (*Lord Lyttelton.*) Those are paid by the Governors and Trustees because they choose to do so?—They are required to do so by the scheme.

200. Do they pay any more than they are required to pay by the scheme?—No.

201. (*Lord Clarendon.*) "One (master) is now "appointed as tutor for all boys below the sixth "form, and to direct the studies of the non-collegiate "boys." What are the duties of the tutor?—It is a newly constituted office, and we have really all this under consideration at the present moment. It will hardly be brought into operation until next half-year.

202. What do you contemplate?—What is contemplated is, that he should communicate with the other masters, and be fully aware from them of the character and powers of the different boys in each form, so that whenever any master thinks it desirable to recommend that any boy in his form should be overlooked out of school, to see he does his own exercises; or that, being deficient in a particular department, he ought to be made to work more; he should be put upon a list to be instructed out of school by Mr. Calvert, who will in that way act with the master, who should be required to attend at certain times for that purpose. It will be in fact, the complement of the school work. It will stand in the place of the private tutorial system of other schools.

203. Does it bring the boys more under *surveillance*?—To a certain extent. We have never found at Shrewsbury that a boy who is able and desires to do himself justice in the school needs any assistance out of it, but we quite admit there will be boys in this as well as in all other schools to whom such assistance may be desirable.

204. (*Mr. Vaughan.*) You had considerable experience in another school before you came to Shrewsbury?—Yes, at Harrow.

205. And in that school the tutorial system prevails?—Yes.

206. But from your experience at Harrow, you were not disposed, when you came here, to introduce it at Shrewsbury?—No, I should not introduce it here; there were many reasons which would have prevented me. What I found at Harrow was that the real active work done was done by the private tutor rather than by the master in the school; and it was inevitable such should be the case, at least below the sixth form. The active work was done by the private tutor; and as private tutor I could not get my pupils to read for their private lessons, except some of the higher ones, who were reading for scholarships, or other examinations. The boys, in general, did not want their private tutors to do anything else than construe their lessons and correct their exercises for them. That was the general rule in those days.

207. (*Lord Clarendon.*) You are speaking of Harrow?—Of my six years' experience of Harrow.

208. (*Mr. Vaughan.*) Apart from the question of expense, from your experience of the working of the system at Harrow, should you have been disposed to introduce here the system to which you refer of the private tutor assisting the boy in preparing his lessons for school?—No, certainly not.

209. With regard to exercises?—The system which existed there was for the private tutor to look over the boys exercise, which was afterwards to be sent in to the master in school, and (unless indeed, it had more than minor faults), to correct it himself.

210. Will you point out the ill effects which prevailed in the tutor's correcting the exercises?—I think it made the form master feel he was a mere cypher; at least I felt so; that I was looking at the exercises of other masters and not at the exercises of the boys. I also felt great delicacy in dealing with a boy's exercise, because if I saw blunders in it I knew I was correcting the blunders of a colleague and not of a boy.

211. Supposing another provision to be made by which the master should see both the original and the corrected exercise, do you think anything would be gained by that?—I have understood that that has been done of late years at Eton. I should say that that certainly is an improvement.

212. But do you think it gains anything positively?—I should still think it was a cumbrous mode.

213. (*Lord Clarendon.*) You say the same gentleman is to "direct the studies of the non-collegiate "boys"?—That is an attempt I have made of late years to satisfy that sort of call which exists, and not unnaturally exists, among the community, for an education which shall meet the wants of those classes who do not intend to send their sons to the universities. I call it a "non-collegiate" class because I have never allowed the word "commercial" to enter in among us.

214. Those boys you have reason to know do not intend to go to the universities?—We have; their parents are the persons who decide.

215. (*Lord Lyttelton.*) Will you describe what that non-collegiate class is?—The arrangements I consider to be very incomplete, certainly. If we had a sufficient number of boys, *i.e.* of paying boys, of course we ought to have a master named specially for that class. That we have not been able to achieve; the number is only 18 or 20. They are incorporated with the school generally; they take their status in the school according to Latin; they stand in the form and do all the Latin lessons of the form in which they are placed; but when the Greek comes an arrangement has been made between the different masters so to order their lessons as that these boys when their own form is doing Greek shall go to the master of another form to do something else which is different, *i.e.* not Greek. So their exercises are no longer Greek or Latin verses, or any classical composition whatever.

216. Do they omit Greek altogether?—They omit Greek altogether.

217. And all kinds of Latin composition?—All kinds of original Latin composition.

218. At what age are they allowed to begin; would you take a boy upon those terms from his first admission to the school?—Yes.

219. On his first admission, if his parents wished it, and said he was not intended for the university, you would take him on those terms, *i.e.*, that he should do all the ordinary work except Greek and classical composition?—Yes.

220. And in place of that you substitute modern languages?—Yes; also history, English composition, and some little more of mathematics. Of course if we had it completely in the curriculum of work we might use a more sounding term and call it a "physical science" class, but it would be mere quackery to use that term now.

221. (*Lord Clarendon.*) You say there are about 18 or 20 non-collegiate boys now in the school?—Yes.

222. Are all the rest intended for the university?—No; but their parents are willing or prefer they should follow the usual course.

223. Although they are not going to the university?—Yes.

224. How long has the non-collegiate system been in existence?—About five years.

225. Long enough for you to be able to judge of the result?—I think it works tolerably well; I have no ground for dissatisfaction with it except that the numbers have not been large enough to give it a fair trial. I think we can hardly say there has been a great success, but on the other hand I cannot say it has been a great failure. I think the boys have a fair education.

226. And the boys in the professions which they devote themselves to will be tolerably prepared?—Yes.

227. (*Lord Lyttelton.*) Do the boys share the privileges of the other boys?—Yes. There is one boy, the son of a solicitor in the town. His father sent him with a view to his going into his own office, as a non-collegiate boy, but he showed so much talent that he rose to the top of that class, and also got so good a place in Latin, that at the end of last half-year he came and said, very wisely, "I am sorry I became a "non-collegiate boy; I should like to learn Greek;" and he is now learning Greek to be able to come into the sixth form.

228. In what part of the school is he?—He is now at the head of the fifth form; he is reading Homer (the Odyssey) with Mr. Calvert, and I have no doubt that after Christmas, all being well, I shall be able to take him into the sixth form.

229. (*Mr. Vaughan.*) Had he learnt Greek before?—No, he knew no Greek at all. I have not seen the boy lately, but I am sure Mr. Calvert could give you some valuable information about him.

230. (*Lord Lyttelton.*) Then I understand that a non-collegiate boy would be able, if his parents wished it, to join the other classes in the school?—Yes, he would if his wish plainly appeared; but it is easier to transfer a boy from a collegiate to the non-collegiate class than the reverse. But this is quite an exceptional case.

231. Have you had any reason to suppose that boys of the non-collegiate class are looked upon by their school-fellows in any different way from the rest?—Certainly not; there are one or two of them who are remarkably intelligent boys. I think a few put themselves on merely from idleness. They are the idle boys of the school.

232. (*Mr. Thompson.*) Are any in the sixth form?—No, they cannot be in the sixth form.

233. They cannot exercise any monitorial authority?—No; but such boys have the chance of exercising other authority, as captain of the cricket or foot ball.

234. They cannot be præpostors?—No.

235. (*Lord Lyttelton.*) You say it has worked tolerably well upon the whole, in what respect has it not worked quite well?—I do not know that it has not; I do not know that we have anything to complain of. It is, perhaps, rather an inconvenient way of conducting things to hand boys over from master to master. It is something like the Scotch class system.

236. You do not think it has injured the school in any way?—No, certainly not; a class of boys will always exist in every public school, viz., the active boys, with whom play is the great end and object, but who, nevertheless, do not wish to fly in the face of the master, and therefore wish to give him general satisfaction. They are a very valuable class of boys when their principles are good, *i.e.* if they have a good moral character and are respectful to their masters, and wish to set an example to the other boys. They are a very peculiar and a very good element in a public school.

237. (*Mr. Vaughan.*) How do you find teaching Latin without Latin composition act upon the power of acquiring Latin, *i.e.*, the power of understanding authors; do you find it retards them?—I have not been in the habit of teaching those boys; I am not able to answer that; Mr. Calvert I have no doubt would tell.

238. (*Lord Lyttelton.*) The tutor gives special assistance to boys below the sixth form if they require it?—It is so intended; I cannot say it has come into action. It is quite recent; Mr. Carr could only join us after the classical tripos of this year.

239. It is a thing which has not been tried?—It is being tried only this quarter.

240. (*Lord Clarendon.*) A few years ago there was no special master for mathematics, was there?—No; there was no special master for mathematics until about three years after I came.

241. Were mathematics not taught?—Yes; they were always taught, but there was no special master for them, and they were not essential.

242. Did not they stand a boy in good stead in his examinations?—Yes; they always formed a part of the Head Master's examination, but I think they did not form a part of the examination of the other classes, I rather think not; I think a boy learnt mathematics only as he learnt any other accomplishment.

243. It was not part of the curriculum?—No.

244. (*Mr. Thompson.*) Now it is strictly so?—Yes; so is French.

245. It does not seem to trench upon the boy's progress in the school?—No.

246. There is a different organization of the French department?—Yes; so far it is not part of the curriculum; it is simply that every boy must learn French; it does not enter into our examinations for rising in the school, because if it did, we should be frittering away our power.

247. (*Lord Lyttelton.*) You incorporated French on your coming into the office of Head Master, before the new scheme required it?—Yes; I did it voluntarily.

248. Is French compulsory upon every boy in the school?—All but the præpostors. I wish them to concentrate themselves upon their class work, and therefore I do not require it.

249. What number of præpostors is there?—Twelve is the nominal number. We never deprive a præpostor of that rank even when he is beaten in examination. We require a difference of 20 marks to change the place of a præpostor, 50 marks, that of the head boy.

250. Is there any minimum age for a præpostor?—No; none at all.

251. Does it often happen that a boy may be a præpostor for twelve months before leaving school?—Sometimes much longer. Holmes, of St. John's, was a præpostor, I should think, for three or four years. I myself was a præpostor for three years.

252. With respect to French not being compulsory on the præpostors, do you not find that to be prejudicial to their keeping up their knowledge of French?—I suppose it would be to a certain extent. It

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is very rarely such a case occurs. It might very well happen to a boy who rises rapidly in the school; but I should recommend a boy who was so circumstanced (I think there is one such boy) to keep up his French.

253. (*Mr. Thompson.*) I think you say other boys read German with you?—They have done so occasionally, when the sixth form was very strong.

254. Have you introduced any books in standard French literature?—I do not think so; I should think we have nothing to boast of at all, with regard to French literature. Mr. Bentley will be able to answer the question. I have no ground to say so. I have had boys sometimes who have made a little start with me in German, and they have been very glad to have a few lessons and have afterwards carried it on. Some have become very good German scholars.

255. (*Lord Lyttelton.*) You have not found that attention to French, in the other forms, has interfered with their classical studies?—No; they have only two lessons a week of about an hour each.

256. (*Lord Clarendon.*) It is said in the same answer, "the number of classical masters has necessarily varied with that of boys; there has been on the average one such master for 30 boys." You consider a classical master is quite able to teach 30 boys?—Yes, I think a classical master who does his duty is quite able to do so.

257. Supposing there were funds to appoint a larger number of masters, should you like to reduce the number of boys?—I should like to do it if it be possible. I can teach 20 myself. Sometimes one finds the exertion a little oppressive, especially as one gets older. I think from 20 to 25 is a better average.

258. (*Lord Lyttelton.*) In your scheme, which is a sort of model for a school, you allow eight masters for 230 boys, which would be about 30 to each master?—Yes. Different modes of teaching must be adopted in different forms.

259. Have you any observation to make as to the government of the school?—With reference to the government of the school, St. John's College has the appointment of the Head Master, and is not represented in the Board of Trustees; and I would suggest that it would be very advantageous to the school if it were so represented, *i.e.*, if the college had the right of appointing two or three of the Trustees.

260. As part of the governing body?—Yes; if the governing body, instead of being entirely self-elected, were partly self-elected and partly nominated, so that the college and the town should both be represented. It is a feeling I have long entertained, and one which, I think, may reasonably be entertained, that a representation of those two bodies, St. John's College and the town, would be a very valuable element in the governing body.

261. Do you conceive the governing body to be virtually self-elected?—They are certainly self-elected. I have no doubt they elect most conscientiously.

262. You would have three of the body nominated by the corporation?—Yes, but in the nomination of those three I take it for granted they would select them from the chief members of their own body, the aldermen for instance. I merely throw that out. I think if there were three Trustees to represent the college and three to represent the town, it would conduce to a better feeling between the several bodies. At present the college has great patronage here without any representation.

263. With regard to the direction of the studies of the school, it is quite clear, that by the Act, it is absolutely in the Head Master?—Yes, except so far as the scheme has modified that.

264. As to the undermasters, have you any definite system with regard to consulting them as to the studies of the school?—No; they sup with me every Saturday evening, and we talk over the affairs of the school.

265. (*Lord Clarendon.*) To go back to the previous question, in what manner would you propose that St. John's College should be represented; would you alter the mode by which the Trustees are now elected?—I was merely supposing a certain state of things. Supposing the Trustees to be 12 or 13 in number as now, that St. John's College had the nomination of three, that the town had the nomination of a certain number (I will not say how many) and that the rest were to be elected by the old body, *i.e.*, self-elected; I think that that element of the college trustees and the town trustees giving their votes equally with the rest would be a valuable element in the governing body.

266. (*Mr. Thompson.*) Do you think three would be a sufficient representation for St. John's College?—I merely suggest that number. It would not give them a domination, and I should think that undesirable, in fact it would be opposed with such bitterness that it would be impracticable.

267. It would not be a very popular measure to the town?—No, probably not.

268. (*Lord Clarendon.*) Would it not be better for the Master of St. John's to be a member of the body himself than to be represented?—He could not very well attend their meetings; it is merely upon that ground I say "No," upon any other ground I should certainly say "Yes."

269. (*Mr. Thompson.*) Have they several regular meetings?—They have four quarterly meetings, the others are at discretion.

270. (*Mr. Vaughan.*) You as Head Master, I suppose, are cognizant of all the books which are used in all the forms, and the kinds of composition that are done, so that you know what books are used, what authors are read, and what compositions the boys are doing?—Yes, I must have that knowledge because the boys come regularly under my supervision from time to time.

271. Do you consider that the organization of the work in such a manner as to help the progress of the boys is assisted by the fact that it does not depend upon each master of a form what books he shall use, but upon some authority superintending the whole?—I should think the latter was upon the whole desirable, that the work of education should be guided by one mind mainly, but that it would be a very unwise one that did not take the advice of the other masters.

272. I do not ask you in the first instance who it should be who should settle it; whether it should be the Head Master alone or consulting with the body of masters. I ask should it be somewhere settled how the work of each form should be arranged, and what the books should be; so that it may not be left to each master, teaching his own form, to determine what kind of work should be done or what kind of exercises should be used?—I think you state the view I should take.

273. (*Lord Clarendon.*) You say the masters have generally been university men?—All of them except the modern language masters; generally, too, they have been clergymen.

274. In looking out for a new master do you endeavour to get a clergyman?—I hardly ever do get a clergyman to begin with, but the Bishop of Lichfield is good enough to take the mastership as a title for orders. They are very glad to take orders generally.

275. (*Lord Lyttelton.*) Has the bishop always done that?—He has always taken the mastership as a title.

276. (*Lord Clarendon.*) Is there any reason why you prefer a clergyman; or why the masters should go into orders, as regards the school?—We have, as you are aware, the whole of the service in chapel every Sunday afternoon, and a portion of the prayers in chapel every morning (except on Sundays, when the early morning service is in the great school), and therefore it is, to say the least, very convenient to have more than one clergyman; it may happen that one is not quite well, and another may take it for him: possibly other reasons may exist.

277. You say that the head or second master could be removed; should that be by the bishop or the Trustees?—No; it is a freehold office, from which the Trustees cannot remove without cause shown, any more than from any other office; it is so provided by the Act of Parliament.

278. (*Lord Lyttelton.*) You say, "I suppose that "the head or second master could be removed for "good cause with the approbation of the Bishop of "Lichfield"?—I was not at that time referring to the terms of the Act of Parliament.

279. There is no doubt about it?—No.

280. The bishop is bound to hear the cause alleged and decide upon it in a judicial way?—He is.

281. (*Lord Clarendon.*) You say, "Pensions are "mentioned in the Act but not in the scheme." What pensions are these: are they for superannuated masters?—For retiring masters on the foundation.

282. (*Mr. Thompson.*) You say they have never been given?—Yes, there was one given at my instance: twelve years ago one of our masters had the misfortune very suddenly to lose his reason, he had been an assistant master a considerable number of years, his circumstances were found to be not flourishing, he had to be sent to an asylum, some friends of his had interested themselves and concurred with me in doing everything to arrange his affairs, and in getting everybody else to do something; we asked the Trustees for aid, and they voted a pension of 50*l.* a year; he did not live long, he died from congestion of the brain shortly afterwards. I think pensions are mentioned in the Act.

283. You say, "Sons of burgesses, whether "boarders or day scholars, would be exempt from "tuition fee, all others are liable to pay it; but the "masters occasionally remit it voluntarily, especially "in favour of the sons of local clergy with small "means." That is just such a case as you have alluded to?—Yes; the gentleman in question was not a local clergyman, but a clergyman who, I have heard, was allowed to be absent from his living; but in general it would be so, no doubt.

284. (*Lord Lyttelton.*) It was the act of yourself and the other masters?—Yes, and I wish it to be understood that it is not my sole act and deed, every master foregoes something, and therefore every master has a right to be consulted in the matter.

285. (*Lord Clarendon.*) No. 18 relates to the school bills?—That relates to the bills which are afterwards given.

286. You say, "Additional tuition is sometimes "allowed, when much needed, but the instances are "few." That about the additional tuition I suppose you consider you have already answered?—Yes, the case is where the parent expresses a wish to me that the son may be allowed to have private lessons in this or that, chiefly in mathematics, sometimes in composition.

287. (*Lord Lyttelton.*) For which they pay at the rate of four guineas a quarter?—Yes; provided it is not an excessive charge, I do not consider the charge is a school matter; it is a private arrangement.

288. (*Lord Clarendon.*) No. 20, as to the playgrounds and games; you say, "My own wish and "endeavour has always been to promote the best "feeling between boarders and day scholars." There is considerable class feeling here, is there not, between boarders and day scholars?—Such a feeling I am afraid must always exist where two classes do mix in a school, but I do not think there is any more existing here than in other places.

289. The fact is such a feeling does exist?—I think different people would give different answers to that question. It is not easy to give an accurate answer.

290. Have you among the day scholars the sons of tradesmen in the town?—Yes, there are some tradesmen's sons.

291. Are they what you call small tradesmen?—No.

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292. (*Mr. Vaughan.*) Can you distinguish whether that class are more or less apt to become of the non-collegiate class?—They are more apt.

293. (*Lord Lyttelton.*) With regard to the games, do the day scholars play freely at cricket with the boarders?—No, I do not mean to say that that is the case. I think I have said as much in the printed answers, in these words, "To the playgrounds at the "school they have an equal right with the boarders; "but they do not use them equally, nor do they use "them much. They naturally come at lesson hours, "and go home after lessons."

294. (*Mr. Vaughan.*) Do you think that their homes being near is the reason, rather than belonging to a different class?—I think there is a mixture of the two reasons.

295. (*Lord Clarendon.*) You say, "To the cricket "ground, perhaps, they have not an equal right in the "abstract"?—I do not wish that to be at all noticed; I give them an equal right.

296. But there is that feeling among the boys?—I do not suppose they think of it, or ask about it; but as the question was asked I gave that answer. It is merely that as I pay the rent for the cricket ground they have not, perhaps, an equal right in the abstract. It does not weigh with me at all.

297. There are about 40 of these boys at present?—I think more; I think the numbers are about equal at present.

298. Have a good number of the day scholars joined the rifle corps?—I cannot say how many; the number has fallen off lately.

299. To some extent there is a feeling of a difference of class between the two classes?—I cannot deny that there is to some extent. I cannot quite see how it is possible to get rid of it. There are two classes, and wherever there are two classes there will be some *esprit de corps.*

300. You say, "Some gentlemen of the town send "their sons here as boarders, for the purpose of giving them the full advantage of English public "school life, others deem it wise to send their "children to a greater distance from home." Is that because they do not think their boys would get the same advantages of public school life when day scholars as they would away from home?—That would be my own feeling.

301. You educate your own son at a distant school?—Yes; I am Head Master here, and I do not think I should be giving my son (being the only son I have) a fair chance, if I were not to send him away.

302. (*Mr. Vaughan.*) You say the boys are removed from one boarding-house to another, as they advance in age; if that is the case how do you preserve discipline in the junior house by means of the more advanced boys over the lesser boys?—There is a monitorial system carried on in the junior hall, and a certain number of boys who are higher than the rest are made monitors as a check upon the others, and they are responsible.

303. Is it that you give the lesser boys monitorial power in the hall for the particular purpose of preserving discipline, although they have not arrived at that part of the school in which they would generally have it?—In general they are in the upper fifth form.

304. (*Lord Lyttelton.*) Are they boys who, if they were not monitors, would be in the sixth form?—No; they are not kept back. I may sometimes have said, "I wish you would stay another half in the junior house." It has happened; but I do not keep them back for that purpose.

305. (*Lord Clarendon.*) No. 23, "Diet is uniform: "breakfast 9 A.M., tea, sugar, milk, bread, and butter "are supplied; dinner 2 P.M., two meats, vegetables, "bread, table beer, pudding or tart four days a week; "tea at a time varying from 6¼ to 7¼ according to "season, supply as at breakfast." That is the same for the whole school?—Yes.

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306. (*Mr. Thompson.*) Do you consider meat more than once a day is not desirable for boys?—I do not go so far as to say that. I should be very glad, indeed, if they had it. It is a subject which has often been entertained by me as to how far it was or not possible to give them meat at a later hour in the day; but I certainly do not see my way to doing so without the terms being proportionably raised.

307. (*Mr. Vaughan.*) But independent of expense do you think it would be desirable?—It never has been the custom here, and when we consider how many generations of boys have gone on without it, I cannot say it can be considered absolutely necessary.

308. If they had it, do you think they would work at their books better or worse?—I do not think the want of it operates as a drawback upon study.

309. Do you think a second meat meal at supper would interfere with their reading?—We must have in that case an additional meal altogether, because you could not supersede tea; they would not like to go without tea; unless indeed they had meat at their tea, according to the modern fashion.

310. I believe the health of the school has generally been pretty good?—It has been remarkably good. We have not in either house a boy in the sick room; we have not had one this half-year; and we are nearly at the close of it. In my school days we had nothing but bread and cheese for the evening meal.

311. No tea?—No, we had only milk.

312. (*Lord Clarendon.*) With respect to the adoption of the college cap. I believe that was introduced by you?—Yes.

313. About how long ago?—About three years after I became Head Master.

314. What led to its adoption; was there any particular reason for it?—I consider it to have had a most important moral tendency. I considered that persons in any part of the town could no longer have any excuse whatever for supplying a boy with, or abetting a boy in, anything that was contrary to morality and discipline; I also considered it would be a great check on the boys themselves; that they would have more self-respect when they were sure they should be known as members of the school.

315. (*Mr. Thompson.*) A police regulation, in fact?—A police regulation.

316. (*Lord Clarendon.*) Are you able to say there is good resulting from it?—Most decidedly so; there is no point upon which I can speak with more certainty.

317. (*Mr. Vaughan.*) You speak of organized school games, in what way are they organized?—By the captain of the games; there is a captain of the cricket game, and a captain of the football game. At all events football is considered a school game, and every boy is expected to attend that game unless excused.

318. (*Lord Clarendon.*) No. 29, "A few boys live "in the town with respectable persons, to whom their "parents have chosen to confide them, and attend the "school as day scholars. The masters assume no "responsibility for them out of school hours, and the "parents know this." Is there any supervision whatever upon those boys?—No, we cannot take that responsibility; we cannot have any supervision of them. They are desired not to wear the school cap, except in coming to and going from the school. I would not assume such a responsibility, it would be impossible for me to do it.

319. Do not the day boys wear the cap?—They wear the cap, but are not allowed to wear it when not under discipline. I say, "Whenever you wear "the school cap remember you are under our dis-"cipline; if you were doing anything contrary to "the discipline of the school, I should consider you "liable to punishment."

320. (*Mr. Vaughan.*) Does any distinction as to this question depend on whether they live with their parents or with others?—I do not consider that that makes any difference.

321. (*Lord Clarendon.*) Suppose in those hours when you take no responsibility for him (which I now quite understand) you hear of a boy going into a public-house or smoking?—If I had good information that such was the case, or it could be proved against him, I should write a letter of warning and remonstrance to his parents. The course I should take then would be to write to his parent and say I thought it would be better for the boy not to continue at the school, unless it was quite certain that that was the last occasion on which he would act in such a manner.

322. (*Mr. Vaughan.*) With regard to a sixth-form boy, would a sixth-form boy's authority extend to such a case, *i.e.*, when a boy is in the town with the college cap?—Yes; I think a præpostor has a sort of semi-magisterial authority; whatever a master could do a præpostor could do.

323. (*Lord Lyttelton.*) Must a sixth-form boy necessarily be a boarder?—No.

324. They may be town boys?—Yes.

325. They may be præpostors?—Yes; day scholars may be and are so frequently.

326. (*Lord Clarendon.*) No. 30. The Trustees, I presume, have absolute power to make bye-laws; and subject to the general powers of the Head Master, to make rules for the regulation of the school?—The Trustees have never interfered with my discipline in any such way as to lead me to ascertain what our relative powers are.

327. The scheme gives absolute power to the Head Master?—Yes.

328. Including, I presume, the making of written rules if he thought proper?—I presume so.

329. (*Mr. Vaughan.*) Where do boys coming for a finish for the sake of a public school education come from?—We have found that that has been the case sometimes as to boys of two classes, *e.g.*, a Welsh country squire's son sometimes comes; sometimes a Lancashire manufacturer's son.

330. You mean rather at an advanced age?—Rather at an advanced age.

331. When they can get into the sixth form?—No, I do not think they care much about that; they are satisfied if they can get to the fifth form.

332. (*Lord Clarendon.*) No. 32, as to the number of boys in the school; you consider it is about stationary now?—We got up last year to 141; we have rather fallen off this year, but there is no relying upon those things.

333. You think the falling off in the numbers has been caused by the foundation of so many proprietary schools?—I should have no doubt of it.

334. Do you not think the state of the buildings and the want of proper accommodation may have been one cause, that boys are not quite in the position, in those old buildings, which their parents would wish when they send them to a public school?—I think that may have something to do with it, and some think it has a great deal. Mr. Bather, one of the Trustees (himself an old Shrewsbury man) is of that opinion; perhaps he is right. All parents cannot know how healthy we have been in spite of these old buildings.

335. Is it true that old Shrewsbury men in general do not send their sons to the school?—I think that has been so; I think, as a general rule, they have not.

336. Considering how very distinguished the school has been in scholarship, would you not rather attribute their not sending their sons to the school to a painful realization of the discomforts they had themselves endured?—It may to some extent be that. I am hardly able to answer that question with confidence. There may be many causes in operation. Shrewsbury men become in various ways connected with other schools. There is also a great deal in fashion, and men are very apt to act upon that principle.

337. Do the boys ever complain of those discomforts; do they seem unhappy in consequence?—

So much the reverse that the regret which the boys generally express at leaving school, during the last six or seven years in particular, has been something most striking; and also the pleasure with which they have come back to visit the school; many boys I have known shed tears at leaving.

338. (*Mr. Thompson.*) Did not some public schools make a great start about the time you took Shrewsbury?—Yes; Rugby in the time of Dr. Arnold, and Harrow soon after. If Rugby and Harrow had been all we should not have cared so much, but Marlborough, Rossall, and Cheltenham have interfered with us more, especially Cheltenham, and one feels the more aggrieved because it has been a money-making concern for the proprietors, which seems hard.

339. (*Lord Lyttelton.*) You give a "half-year's "bill of a boy of ample fortune;" is that an exceptional case?—I mean he is a boy of good fortune; he is an only son, his parents are not living, his guardian placed him with me and begged that pecuniary considerations might not in any way influence me.

Shrewsbury, Friday, 23rd May 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
THE REV. W. H. THOMPSON.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

Members of the Corporation of Shrewsbury.

23 May 1862.

The following Members of the Corporation of Shrewsbury were called in:—
T. W. TROUNCER, Esq., Mayor, Aldermen HUGHES and HAYCOCK; Councillors BRAYNE, EDWARDS, SOUTHAM, BLOXAM, NORTON, and PARRY; and Mr. J. J. PEELE, Town Clerk.

(*The Mayor.*) On the part of the Corporation I wish to lay before the Commissioners a paper containing a few suggestions respecting the school, which we submit to their consideration.

(*Lord Clarendon.*) Perhaps the Town Clerk will be kind enough to read it.

The same was read as follows:

"Shrewsbury Free Grammar School.

"The Council of the borough of Shrewsbury desire to submit for the consideration of Her Majesty's Commissioners the following points, viz.:—

"1st. That in the opinion of this Council it would be for the general advantage of this Royal Foundation, and particularly of the inhabitants of this borough and neighbourhood, that the benefits of the school should be so extended as to include not only a classical education and one suited for scholars intended for the university or one of the learned professions, but also an education of a liberal character adapted for and suitable to the requirements of the middle classes."

"2nd. That if (without entrenching on the rights and privileges of the burgesses of the borough) an education free of charge, or at a reduced rate of payment, were provided for residents within the borough for a certain period, it would be of great benefit to the inhabitants, and increase the general usefulness of the school.

3. "That in case the subject of the exhibitions, fellowships, and scholarships attached to this foundation should become the subject of consideration by Her Majesty's Commissioners, the Council will be obliged, by an opportunity being afforded them of offering any suggestion that may appear to them so expedient before any decision is come to.

"Guildhall, Shrewsbury,
22nd May 1862."

(*The Mayor.*) I beg to say there are one or two gentlemen present who would illustrate the point as to extending the benefits of the school to others than the sons of burgesses, by reference to their own cases, and that of other residents, if the Commissioners would wish to hear any further statements.

(*Lord Clarendon.*) We shall be glad to receive any information.

(*Mr. T. Southam.*) I would wish to state that I have resided in Shrewsbury nearly all my life, and have a very large family, yet possess none of the facilities for education which I think the school should afford. I have no means of sending my sons to the school without paying the same fee that a stranger would pay, and considering that I am one of the largest ratepayers in the town I think I should have the privilege of sending my children to the school, either free or at all events at a very low fee to be determined upon for such cases. There is also this disadvantage which we labour under, viz., that the free school is the cause of keeping away other schools from Shrewsbury, which might be accessible to us as a means of education, which we really do not now possess. The impression that we have a large free school operates against parties starting a new school of a liberal character for the middle classes, consequently we have only the option of sending our sons to this school and paying a fee, or sending them to a distance.

340. (*Lord Clarendon.*) Are you one of the burgesses?—I am not.

341. Your desire would be that residents in Shrewsbury, who are not burgesses, should have the same school privileges as those who are burgesses?—Nearly so. I am not quite sure, perhaps, with regard to the whole of the exhibitions that we should be entitled quite to the same privileges.

342. (*Lord Lyttelton.*) Entitled to participate to the same extent?—To participate to the same extent. The burgesses are not a very large class, and I think that if parties resident in the town, say for a year or more, were allowed to send their children free, it would be a great benefit to them, and a great boon to the town of Shrewsbury.

343. (*Lord Devon.*) Do you know what the number of burgesses is?—I do not.

344. I presume they are a diminishing body?—Yes, they have been so considered.

(*Mr. Peele.*) I should like to add this observation. Before the passing of the Municipal Corporation Act, the Corporation had the power to make any burgesses they thought proper on petition, and they were in the habit of admitting any respectable inhabitant who petitioned on payment of a sum of 10 or 15 guineas, or something like that. They made him a burgess and gave him all the privileges of the school. That they consider they have no longer the right to do, and consequently the number of the privileged class must necessarily diminish.

345. (*Mr. Vaughan.*) Is the education you desire to have that which is now given at Shrewsbury school?—(*Mr. Southam.*) No.

SHREWSBURY.

Members of the Corporation of Shrewsbury.

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346. Is the education you desire suited to the middle class?—I wish an education which may be called classical, but I do not want a college education.

347. Such an education as is not now given at all in the school?—Yes; Shrewsbury is looked upon as a classical school.

348. I wish to ask whether you desire to have the education of the school altered to meet the wants of that particular class, or whether you would be content with any kind of education now given?—I do not consider the education now given is suited to the son of a person in trade, unless he wishes to send him to college.

349. (*Lord Clarendon.*) Has there not been established at Shrewsbury a class of non-collegiates who do not carry classical education so far as you have alluded to, and which was created for the purpose of meeting that want, and which I believe has met it to a certain extent?—I do not know that it quite carries out the view I have on the subject; I believe it is only to a limited extent.

350. (*Mr. Vaughan.*) Do you think there is a large class already existing here desirous of taking advantage of such gratuitous education?—I have no doubt of it.

351. You believe it would bring a great number to the town and would be a benefit to Shrewsbury?—I believe nothing would tend so much to the improvement of the town.

352. Has it ever occurred to you to consider what would be the effect of that upon the funds of the school?—My own impression has been that if a limited fee were fixed it would be beneficial to the school.

353. You think it might be done in such a manner as to pay itself?—Not altogether, but still the increased number would not affect the funds of the school to the same extent as might otherwise be the case.

354. (*Mr. Thompson.*) Have you thought of any figure, any positive sum?—My own idea was the sum of four or five guineas a year, or something of that sort as an entrance fee.

355. (*Lord Clarendon.*) The fee now paid is 15 guineas?—15 guineas.

356. (*Mr. Vaughan.*) Has it occurred to you to define at all the kind of education, *i.e.*, the things you would desire to have taught for that fee?—My own impression has been that the difficulty which I, as a tradesman, experience is this,—the upper classes are amply provided for at the large schools, the lower classes are provided for at other schools, but for the middle classes there is no adequate provision.

357. (*Lord Lyttelton.*) Do you think that is the case throughout the country?—I think it is the case throughout the country; I think at the schools which are established now in almost every village a good education is given, and a more liberal one than a middle class tradesman or farmer can get for his own son.

358. (*Mr. Vaughan.*) Whatever the education you require, it lies in your view that it should be given you as a gratuitous benefit, and you say the sum you would be content to pay would not be a sum covering the expense of the education your sons ought to receive?—Certainly not, because I consider the school affords privileges we ought to enjoy the benefit of.

359. (*Lord Clarendon.*) You say that the continuance of the grammar school here keeps away other schools?—I am of opinion it does; there are good schools of this kind as Shifnall, Newport, and Oswestry, but scarcely anything nearer.

360. Suppose there was such a school as you contemplate at Shrewsbury, do you think you could get your son educated there at four guineas a year?—No, that is the very thing I am anxious this school should afford to me, because I have resided here all my life; I am a large ratepayer and have a large family, and those are just the cases which I think ought to come under the advantages the school ought to afford.

361. (*Mr. Thompson.*) You think those are the objects contemplated by the founder of the school?—That I am not competent to say; the state of things at the present day is so entirely different from what it was at the time of the foundation of the school, that I hardly see how it is possible to make the founder's intention apply to it.

362. (*Lord Devon.*) Are you aware, in any other town, of the existence of an independent school, carried on by an independent master, taking day boys?—I was merely anxious to know what the charge at such a school would be. I am not aware of an independent school taking day boys; there are such schools, I believe.

363. (*To Mr. Peele.*) You know nothing of the numbers of the present burgesses?—No, I have not the number.

364. Does the privilege of a burgess pass to his son or sons?—It does, down to any generation. If a man can trace his descent and show he is the legitimate son or descendant of a burgess we can always bring him in by paying a certain sum. Parties who would be admitted burgesses would be of three characters:—1. The son or descendant of a burgess, traced through his father, grandfather, or other ancestor; 2. A claimant from servitude of seven years to an incorporated trade of the town; 3. Having been born within the town, *i.e.* within the ancient liberties. Those persons have still the right to claim to be burgesses. Though they may not themselves have the right of education at the school, because they are born within the town, they may take up their burgess-ship, and the sons of those persons would have the right as coming within the condition of being burgesses' sons.

365. So that the sons of any one of these gentlemen might have the burgess right?—Yes; but parties to acquire the right of birth must have been born within the ancient liberties. The ancient liberties are those encompassed by the Severn, not including the suburbs in which these gentlemen have the disadvantage of living.

(*Mr. Southam.*) Of course the town is increasing in every direction, except within the ancient liberties. People are getting to live out of the town, and have their business premises in the town, and consequently that has an influence on the non-increase of the rights of burgess-ship.

(*Mr. Peele.*) A clergyman, the incumbent of one of the parishes, came here with several sons, and it was suggested to him, that his ancestors, some generations before, had been sworn burgesses. We looked it out for him; the pedigree was proved; he was sworn a burgess, and his sons were admitted at the school.

366. (*Lord Devon.*) Then any descendant of a burgess may, if he pleases, take up his burgess-ship?—(*Mr. Peele.*) Yes, we consider him as a burgess as long as he is born within the town. At twenty-one he may be sworn. Still if he is not sworn, the right being in him it descends.

367. The point for which I have asked these questions is this, whether you think the burgesses, as a body, are likely to diminish in point of number or not?—I should think they would, because of course at one time the corporation made a good many burgesses, and there being no power now to do it to that extent, it is decreasing. There are no doubt a great many burgesses by descent. Most of the families in the neighbourhood have a right to the burgess-ship and may if they choose take it up.

368. Take ten years before the Municipal Corporation Act, did the number of burgesses increase from year to year?—Just before an election. I may mention, in answer to one of the questions asked, that I have had five sons educated here, and the last of them had the advantage of a non-collegiate education. He was anxious not to go to college, therefore he took advantage of the education chalked out by

Dr. Kennedy, to which your attention has been directed.

369. You were satisfied with it?—Quite so.

370. (*Mr. Vaughan to Mr. Southam.*) Is that the education you desire?—To a certain extent, but not altogether, because Mr. Peele's son was educated as a solicitor, *i.e.*, for a profession. What I would rather advocate would be that a superior education of a liberal character should be given to a tradesman's son as a tradesman.

371. May I ask have you ever made up your mind what you would wish to have taught your son under that description of education?—Yes; learning Latin, French, and German are essential now to a tradesman in many branches of trade. I am in the wine trade; German is a language which a son of mine ought to learn for the German business; it has become essential within the last two or three years.

372. Of course arithmetic and mathematics?—I am not aware that Dr. Kennedy's non-collegiate system at present includes arithmetic and the ordinary commercial education for a tradesman's son. Not at present certainly.

373. Then you would wish to suit the education given at the school to that class?—Yes.

374. You say you think it might be made to answer to the school in a pecuniary point of view, and at the same time that it is an education which you could not get from a competing school seeking to remunerate itself. How would you reconcile those expectations?—My view of it is that there would be a large increase in the number of boys, and the relative outlay for those boys would not be so much larger. The present masters would, to a certain extent, be sufficient; and the fees received from them, though not entirely defraying, would help very considerably to defray the extra expenses. I look upon it the expenses would not be so much greater.

375. (*A Commissioner.*) In fact, such an education might be given so much cheaper by a school established on the spot than by a school to be established elsewhere for the purpose, that it would answer for one school and not for the other?—Certainly, because the school exists with the machinery that would carry out the object, which, in the other case, you would have to supply entirely. It is suggested to me that the school being endowed the school houses are free; there is no tax upon the masters for the school houses.

376. (*Mr. Vaughan.*) Do you think the present school buildings, such as they are, would admit of the reception of many more students?—As far as the school for day scholars is concerned, it would not be so very bad. I do not think it is fit for a very large increase of boys.

377. As far as concerns the school in which the boys are heard their lessons, you think it would admit of some increase?—Within my recollection the boys numbered 400; now they are not more than 120.

378. Do you think the schoolhouses would be sufficient for the health or comfort of many more boys?—No; I think they ought to be enlarged, whether the school is increased or not. I think they are very bad even for the limited number of boys there now, and they have done a serious injury to the school from the wretched state of accommodation they afford.

379. (*Mr. Thompson.*) Would you prefer that your sons should be partially educated with the boys who are receiving what is termed a college education, or would you prefer that the two schools, the collegiates and the non-collegiates, should be entirely separate?—They should be entirely separate, under the rule of the same master, Dr. Kennedy.

380. But you would not expect Dr. Kennedy to take a very active part in the teaching?—Not in the teaching, only in the superintendence.

381. (*Lord Lyttelton.*) Do you think it is practicable that under one master there should be two entirely separate schools?—I do not think they would be so entirely separate; it is simply leaving out the college part of the education. It would be almost like a different class rather than a different school.

382. (*Mr. Thompson.*) Two distinct classes under one roof?—Yes.

383. (*Mr. Vaughan.*) Do you think many of the boys who now receive a non-collegiate education in preference to the collegiate education, would still prefer the sort of education to which you are now alluding, viz., a non-classical education?—I am not able to answer the question.

384. Do you think many parents whose sons are now receiving a non-collegiate education in preference to the collegiate education of the school, would still, if they had the option of such an education as that you propose, prefer that to either?—I think the majority would. There may be cases in which the parties would prefer the present non-collegiate system, but I think it does not go far enough for a large class in the town.

385. I do not mean that class of persons; I mean the parents of those who are now receiving a non-collegiate education?—I think the parents of those who are receiving a non-collegiate education would prefer a little difference in the extent. I know many people who would. Even with that 15 guineas fee there are many parties who would send their boys (not to board in the school), but that a classical education is not quite the education they desire. If you are going to bring them up to a profession it is just the education, possibly, you might choose, but if you are going to bring them up to your own business, it is not quite the education you desire. For that reason I believe there are many parties who do not send their sons who would pay the fee if the education was of the class they thought desirable.

386. (*Mr. Thompson.*) You have already stated you have no sons at the school?—No, I have five sons, alive, and (though I do not send them for other reasons) I should be obliged, if I did send them, to pay the fees.

387. At the same fees, do you find it is easy to obtain such an education as you desire, including French, German, Latin, and commercial arithmetic well taught?—It is exceedingly expensive; schools are much more expensive than they used to be.

388. Are there such schools?—Plenty. There are schools that give that class of education at something like 60 guineas to 80 guineas per annum; but where you have five or six sons to send it is a heavy charge upon a tradesman.

389. (*Lord Lyttelton.*) Are those schools in this county?—There are several schools in this county; one is of high standing.

390. (*Mr. Thompson.*) Are they able to obtain the services of eminent German teachers at those schools?—Yes.

391. You think German is efficiently taught?—It is not efficiently taught; a German comes only once a week, which is not sufficient to teach German; and French in the same way.

392. Is there not some difficulty in obtaining intelligent persons capable of giving sound general instruction in French and German?—Not so much as existed a few years ago; there are more teachers now in England.

393. Are they able to enforce authority over the boys, because that is a great difficulty with foreigners?—A very great difficulty.

394. (*Lord Clarendon.*) Do you consider you are sending your sons to some distant schools at less expense than you could now send them to school here?—I believe they cost me more now, but I find the system here is not suitable for me, and the hours are not suitable. Though a resident in the town I live a mile and a half from the school, and the first chapel commences at 7 or 7.30, and in the winter it is impossible to send a boy there at that hour.

395. (*Lord Devon.*) At schools where French and German are not taught, can you not get a good commercial education taught at less than 60 guineas a year?—Yes; where French and German are not taught there are schools giving a good education at about 40 guineas a year. For the last five or six years

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the rate of payment to schools has been very greatly increasing. You get a superior class of teachers, but pay higher.

396. (*Lord Clarendon.*) Then do we understand that if the education given here were of a description which suited you for your sons, you would send them here, even though at the 15 guineas a year?—I should, if the education were suitable, and the hours,—I mean the morning hours.

(*Mr. Edward Hughes.*) I beg to say I have two sons at the school now, one in the classical school and one in the non-collegiate school. I agree with Mr. Southam. I think the non-collegiate school might be extended in some points and made better than it is. At the same time I am very well satisfied, so far as my second boy is concerned (they are both going to be brought up to trade in all probability) but there are some things which might be improved. I may say on the part of the burgesses that no one would object to the school being extended so long as the burgesses' rights are preserved, *i.e.*, extended by capitation fee or otherwise to all who claim the benefit. Some time ago I took the trouble to ascertain the number of burgesses whose sons are eligible to the school, there were about 400; I think about 380 was the number. Many of the lower class do not go.

397. 380 who would have the right of gratuitous education?—Yes.

(*Mr. Southam to Mr. Hughes.*) But how many were in a position to avail themselves of it?—(*Mr. Hughes.*) That I cannot say; many were mechanics' sons. In the county I should think there must be some thousands. I imagine so, if they chose to avail themselves of it,—the sons of county families.

398. (*Lord Devon.*) In point of fact do none of the sons of burgesses, quite of the lowest class, go to the school?—Very few, but I have seen in my time some of them there.

399. There is nothing to prevent them?—No.

400. (*Mr. Thompson.*) Were you there yourself?—I was, and my father before me.

401. Under Dr. Butler, I presume?—Under Dr. Butler.

402. At that time classical education was the only one?—There was nothing else.

403. Do you look back with regret on the time you spent there?—No, on the contrary, I owe my position in the town to it. Still a valuable part of my education was neglected. I did not know that 2 and 2 made 4 when I left the school. That is very considerably improved now, as I can prove by my own children.

404. (*Lord Lyttelton.*) You are satisfied with the education given now?—Yes; but I think there might be some improvement. I think they do not carry arithmetical matters quite so far as I could wish. I think a little more would be beneficial to meet the wishes of scholars of that class.

405. Children of the commercial class?—Yes.

(*Mr. J. H. Edwards.*) I would offer one or two observations. First of all I would observe that the education which is now given is merely optional on the part of the master. Whatever the education may be, I think it should be settled by authority, and should be compulsory on whoever holds the office.

406. (*Mr. Vaughan.*) You mean optional on the part of the master to give or withhold that non-collegiate education?—Yes, it is quite optional with the master. It was done by Dr. Kennedy, and he is entitled to great credit for it, because it is entirely his own; but he may do it or not.

407. You are aware that by the scheme of the school there are certain things which must be communicated freely to burgesses' sons?—As I understand he is not bound to give the education which he is now giving, *i.e.*, a middle-class education.

408. Is he not bound by the scheme to give that and more if they insist upon it?—I had that from himself; I believe that is his view of it.

409. That the Head Master is not bound to teach the son of a burgess certain things, now taught in the non-collegiate class, and those things only?—Yes.

(*Mr. Peele.*) The fact is what the Head Master does is to exempt those boys from certain things.

410. (*Mr. Vaughan.*) He cannot compel nor be compelled to exemption, because by the scheme these things which they now learn in the non-collegiate class, he is bound to give, free from any charge, to burgesses' sons, and is also bound to give them Greek. That may be insisted on either by master or parent?—(*Mr. Peele.*) In order that they may perfect themselves better in the non-collegiate class of studies, he exempts them from Greek.

411. Was not that done at the request of the parents?—I am not aware.

412. (*Lord Clarendon.*) He thought it desirable?—Yes.

(*Mr. J. H. Edwards.*) I wish to answer a question which was put to Mr. Southam with regard to its being within the views of the founder that other parties in the town should come in. It appears to me it is only carrying out the views of the founder, because, at that time, giving the right to the burgesses was giving it to every inhabitant of Shrewsbury; and I merely want to have the intentions of the founder carried out in the present day. Every man who was born within the liberties of the town was entitled to take up his freedom and be a burgess; that is not so now, consequently the burgess class must decrease. You will find from the numbers how many burgesses' sons are at the school.

413. Is it a clear point about the burgesses, or is it only a point of antiquarian law?—It is perfectly clear. I was born in one of the town parishes, the parish of St. Alkmund's, within the old liberties of the borough, and have lived in the borough all my life; I have five sons, and I cannot avail myself of the school.

414. (*Lord Lyttelton.*) Not freely?—Not freely; I should be very glad to do so.

415. (*Lord Clarendon.*) You are a burgess?—No; and I have no means of becoming a burgess. Formerly, as Mr. Peele would tell you, the corporation would have admitted me as an inhabitant of the town, and I could have taken up my freedom on payment of a fee of 10 guineas or 15 guineas, and should have become a burgess, and entitled to the rights of the school. That privilege is now taken away, and I do not consider you would be contravening the intentions of the founder by extending those rights to the inhabitants of the town.

416. Although you are not a burgess do you send your sons to the school?—I do not.

417. Is that on account of the expense, or because the system of education there does not meet your wishes?—Both. I am not prepared to say whether the two educations could be carried on distinctly or not, but the class of education I should like to see is a liberal one, comprehending Latin, in fact everything but Greek and the other parts of a classical education to fit a man for college; everything but that.

418. Giving Latin and French?—Yes.

419. That is pretty much Dr. Kennedy's non-collegiate education?—Pretty much.

420. (*Mr. Vaughan.*) Do you see your way to the conclusion we have heard, that the presence of the present school in Shrewsbury prevents in any way the establishment of such schools as might otherwise be established for the benefit of the inhabitants?—I think it is very likely it would; I think it would be a great obstacle to a man coming here.

421. In what way?—He would think it would be a hopeless thing to set up a first-class school in Shrewsbury.

422. Would it prevent the establishment, not of a first-class school, but of such a school as you would desire to have your son educated by?—I want a first-class school, but not a merely classical one.

423. (*Lord Lyttelton.*) You are not aware of the existence of such a school now?—No.

424. (*Mr. Vaughan.*) Does the presence of the classical school you have in Shrewsbury, in your

opinion, prevent the establishment of such schools as you desire to see established?—I cannot say it does; I should think it would have that tendency.

425. Can you explain how that can possibly act to prevent the establishment of a school of another description?—The prestige of a large school at Shrewsbury (which it has always possessed, and I hope always will,) I think would naturally prevent parties who are looking out for somewhere to go, from coming to Shrewsbury.

426. You think, although there is a recognized want in the place which the school does not meet by the description of education given in that school, and is perfectly well known not to meet, yet the existence of that school would prevent the establishment of one that could meet it?—Our population is not such as to require two. We have not a population large enough to support another school.

427. (*Mr. Thompson.*) I presume that if there were no free school here the town would be rich enough to get up a proprietary school?—I think we might, but not in the teeth of this foundation here.

428. What do you think would be a remunerative fee for boys attending a proprietary school in a place like Shrewsbury?—I really do not know; I have never considered that question.

429. A fee of 20 guineas I believe is paid at some proprietary schools?—I do not know at all; I have not considered that question. My object was merely that the school should be extended by providing another class of education, and also that it should be extended to the inhabitants, persons living within the town.

430. (*Lord Lyttelton.*) Nearly the same education as described by the first witness?—Yes.

431. (*Lord Devon.*) Would you have some period before the qualification should accrue; you would not let a man in who had resided only one week in Shrewsbury?—I think there should be some limit.

(*Mr. Norton.*) I wish to add one remark: the town is very limited in residences, we are obliged to seek them elsewhere. I live in one of the town parishes, St. Chad, but nearly a mile and three quarters from the school. Indeed if I wanted a house now I should be compelled to go into the country; I do not think there is a house in the borough I could go into. The boys are obliged to be down in chapel at 7.30, summer and winter. In winter I need hardly say they are obliged to get up in the dark. I think it would be very desirable if it could be made an hour later. There is a large tract of land which will probably be built upon, and the gentlemen who reside there when it is built over will probably wish to send their sons to the school. We have a very great objection indeed to these early hours, in winter time particularly, for it is a serious inconvenience, as I have experienced myself.

(*Mr. Hughes.*) I may perhaps be allowed to say that I have heard that much complained of. It is very desirable that there should be an alteration if only for the six winter months. It is a great inconvenience to families.

(*Mr. Southam.*) I may say that I quite agree in the remarks as to the inconvenience of sending boys to the school at so early an hour in the winter months. To those who are residing at the outskirts of the town it would be a great boon to make it an hour after breakfast, say 9, just for the winter months, from November to April.

432. (*Lord Clarendon.*) You say "In case the "subject of the exhibitions, fellowships, and scholar-"ships attached to this foundation should become the "subject of consideration," &c., would the Town Council wish to put in anything in writing upon that, or are there any observations you would wish to make now?—We did not know that it was the Commissioners' intention to take that into consideration.

(*Mr. Peele.*) I think when that paper was prepared one of the council (whom I do not see here) was desirous of offering some observations upon that subject, but the other members of the council did not think they had sufficient information, and therefore it was thought more desirable not to offer their observations in writing, not knowing the points as to each of the several exhibitions. I have some knowledge of them myself in another character.

The witnesses withdrew.

The Rev. BENJAMIN HALL KENNEDY, D.D., further examined.

Rev. B. H. Kennedy.

433. (*Lord Clarendon.*) Will you have the goodness to explain what is the meaning of "merit money"?—Four times in the half-year (monthly) the marks are considered; all the marks which have been given to a boy for his different work, whether that is classical or mathematical, or what we call merit marks, for punctuality at chapel, for good exercises, and various things for which merit marks are given,—these are all considered, and when any merit money is deserved, a sum is awarded in proportion to the boy's place in the school. Thus the head boy has merit money far surpassing any other boy in the school; half a guinea being the amount of his merit money.

434. Is half a guinea the maximum?—It is the maximum, and that is only given to the head boy. As to the præpostors, the highest merit money they can obtain is 6*s.*; the lower sixth, and upper division of the fifth, 5*s.*; the lower division of the fifth, 4*s.*; then it goes down to 3*s.* 6*d.*, and the little boys would only get half a crown at most; they would not get the maximum unless they had all V.'s, *i.e.*, all the highest marks; otherwise the merit money diminishes down to one shilling, that is the minimum. If it is a very little boy he may be pleased with the smaller coin of sixpence, but that is very seldom put down.

435. (*Mr. Thompson.*) Was that system of marks introduced by Dr. Butler?—Yes.

436. Does it exist now pretty much as it did when first you knew the school?—Pretty much; the difference is not worth adverting to.

437. "Is there any limit to the age at which a "boy can be placed on admission into the school"? You say "There is no rule on this head. It is a 'matter of discretion, always regarded as important. "A new boy is never made a præpostor. With this "exception he may be placed in any remove for "which he is deemed fit." That I suppose is according to his proficiency?—According to his proficiency. Sometimes a boy's age and size might oblige me to remove him to a higher place, though I might not think him quite fit for it. It is expedient for the good of the school, and his own good, perhaps.

438. I suppose a boy is never made a præpostor until he is in the sixth form?—No.

439. Is a new boy ever placed in the sixth form?—I do not object, if I have a vacancy, to place a new boy who is obviously fit for it in the lower sixth.

440. Have you many such boys come here?—I have perhaps upon an average one a year.

441. There are some new boys adapted for so high a form?—There are a very few.

442. (*Mr. Vaughan.*) Could you say at all as a general rule where they come from; I mean do they come from home education or private school education?—They very often come from small grammar schools.

443. In that advanced state?—In a well-advanced state.

444. So that they in fact require only the last finishing?—They require a good deal, but they are well prepared to gain that.

445. (*Lord Lyttelton.*) Your practice is peculiar in that respect, placing a new boy so high as that?—Yes, and I think the unreserved promotion of merit is perhaps one cause of our success.

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446. (*Lord Lyttelton.*) In other schools it is quite an exception, placing a boy in such a high form at once?—I suppose it is, and with us it is not common.

447. (*Mr. Vaughan.*) Have any of those boys, who have come into your hands at once on entering school, turned out first-rate scholars?—Yes; Gifford of St. John's was placed in the sixth form at first, and he soon rose to be a præpostor. He was at the age of sixteen, and was but two years and a half at the school, and at Cambridge he was 15th wrangler, bracketed senior classic with a schoolfellow, and senior medallist.

448. Did he come to you from a grammar school?—I forget where he came from; I believe he had been at some grammar school on the coast of Devon. He came from Plymouth; I think he had been at Plymouth school.

449. (*Lord Clarendon.*) "Has the Head Master "any power to modify the system and course of "study, or to change from time to time the books or "editions of books used in the school"? You say "He has such power, subject to the general provi- "sions of the scheme"?—Yes.

450. Does the Head Master often use that power of changing the books; do you often find it necessary to change the books or editions of books?—It is very seldom I do change; I always consider the expense to the boys as an important matter, especially with regard to day scholars. Of course I should do so with regard to all, but I have them in my mind particularly.

451. Can the under masters change the books or the course of studies in any respect without the Head Master's concurrence?—No, not strictly; nor probably would they do so in any important case without consulting me.

452. What Latin and Greek books have you drawn up?—I should state with regard to my own Latin grammar, I had early in life wished to take up that subject, and I drew up a Latin grammar very soon after I came here, and published it. I think almost everything I have published of that kind has arisen out of that Latin grammar, and was almost a necessary and inevitable consequence of it,—contrary to my original intention, I may say to my wish. I found the grammar required to be complemented by other books in Latin suitable to it. Again the syntax being on a peculiar system I found it very desirable to have the Greek syntax on the same principle, that the analogy of the two languages might be very distinctly brought out. It was upon that ground I drew up my Greek grammar. To show that that was my sole intention, the accidence of the grammar, *i.e.* the etymology of the grammar, is merely taken from the Eton book, *mutatis mutandis*, with the small changes which were necessary. The syntax is the only part which is original in the Greek grammar, or rather which is worked through by me. To illustrate the effect of our course of study I would point to Mr. Arthur Holmes, of St. John's, as a scholar who had the thorough training of Shrewsbury school. From his infancy his father resided in the town; he had been a professor in India and came to reside here, and he consulted me about his son from his earliest years. He learnt my books at home, and came to school at the early age of eight or nine when he was fit to receive the instruction of the school. He went from us to Cambridge, and his career at the university was very brilliant. He gained the university scholarship in his first year, three Porson prizes, and numerous other distinctions. In almost all respects his career was as brilliant as any Cambridge man's ever was, and his scholarship was as graceful and as facile as we have ever had in this school, and it was gained entirely under our system, and with the use of our books.

453. "Have the assistant masters any voice, con- "sultative or otherwise, in the direction of the studies "of the school"? You say "They have no voice "by right, but the Head Master would act most "unwisely if he did not often consult them." Have you any regular meetings with the masters, or do you only consult them occasionally?—We meet once a week; but if there be any occasion to consult them I do so. We see each other in point of fact every morning; we go into a common room before we go into chapel, and if we have anything to say to one another we do so.

454. (*Mr. Vaughan.*) But for the purpose of consulting?—We meet for the purpose of consulting once a week. We consider that evening a meeting for consultation. We have a little time for supper; the ladies leave, and we have an hour afterwards.

455. (*Lord Lyttelton.*) 9. "A boy rises altogether "by proficiency." Is that always so?—When I wrote that I was thinking of boys who are strictly to be considered as meritorious; the others cannot be considered very meritorious in any way, and when they rise it is not to the disadvantage of any other boy. If I see a boy in the upper fourth form who from his age or size or other reasons one would wish should be in the fifth form rather than the fourth, he is put into the fifth. That does not stand in the way of another boy being put over him.

456. (*Mr. Vaughan.*) But is there not a system of promotion at two periods of the year which is not determined by proficiency at all. Is there not a system of promotion at Lady-day and Michaelmas when there is no general examination?—They are not promoted then by examination, but their places in the form have been determined by previous examination.

457. They are promoted from a knowledge of what their proficiency is?—Yes, their places have been determined only two months before at the examination.

458. Those examinations occur in the beginning of the half year?—Yes.

459. How are the vacancies made; are any boys in the habit of leaving in the middle of the half year?—Yes, in the October term especially, the school is largely thinned. It is different with respect to Eton and Harrow, for the position of the holidays in the summer prevents that quarter from being used, but our boys come back till October and then leave school for college.

460. How many promotions are there in the year by examination?—Two in the year, in February and August, but the others are the result of these.

461. (*Lord Clarendon.*) You say, "Good classical "scholars have suffered loss in their university ex- "aminations by want of power or grace in their native "tongue, I have always kept this view both in teach- "ing and examining." In what manner do you consider you have exercised them in the English language?—I think I have already said that every translation lesson is more or less an exercise in the English language, because after reading the Latin and Greek separately they speak it off in English.

462. A free translation?—I am in the habit of giving this rule,—"Make your translation as elegant "as is consistent with a perfect adherence to the "meaning of the author; and, conversely, adhere to "the literal words of the author as nearly as is con- "sistent with elegance of expression."

463. (*Mr. Vaughan.*) I suppose you consider that the translation of a Greek author into English, if it is properly done, is exactly the same exercise in English composition as the translation of an English author into Greek would be an exercise in Greek?—I do.

464. (*Lord Lyttelton.*) I presume that in the scale of marks in this answer you consider the two first heads to be very nearly if not quite on an equality; 600 marks for 4 papers is nearly the same as 700 marks for 5 papers?—I do not divide them equally.

465. Is it the intention to show a preference between the two, or does it appear to you that the two branches of attainments should be on an equality, viz., translations into English and translations into Greek and Latin?—I have not had before my mind any such purpose.

466. (*Mr. Vaughan.*) May I ask what you mean by English philology as distinct from English?—I am very fond indeed of dwelling upon English ety-

mology. I do not confine myself to Greek and Latin derivations, but often diverge to etymologies of the middle ages.

467. Do you perceive no inferiority among the boys in English composition; do you think, on the whole, that English composition (the writing of English) thrives as well in the school as Greek and Latin composition?—I have no reason to think otherwise; the English composition is much less in quantity, consisting of occasional themes, and translations from Cicero's Offices; but I think it very seldom happens that in the sixth form we have a boy who is a clumsy writer. They generally write like gentlemen. Now and then I get mis-spelling, *e.g.*, "principle" for "principal."

468. What is your reason for having no English verse throughout the school?—I think mainly because we have not time for everything; there are so many things we are obliged to do, and wish to do as well as we can.

469. (*Mr. Vaughan.*) Have you any repetition in English poetry?—No, but I have sometimes given half a book of Milton at the end of the half year to fill up a gap.

470. (*Mr. Thompson.*) Are you satisfied with the knowledge possessed by the boys of the best English literature?—I am sorry to say I have not time to test this much. If I were to make it prominent I am afraid we should fritter away our power. That is my feeling; I have never seen my way. But I know perfectly well there always have been, and I trust still are, boys who are availing themselves of the opportunities they have for private reading.

471. (*Mr. Vaughan.*) Do you know whether there has ever been any English verse writing at Shrewsbury before or since your election to the school?—Very little, except voluntarily.

472. No English verse prize?—No English verse prize; it used to be the custom some twenty years ago (it has rather fallen off of late years) for boys occasionally to send in a voluntary exercise, taken from a subject of the university, and expecting to get a holiday for the school here.

473. You do not exclude it because you find it is an exercise which boys are not capable of doing?—No, there have been boys who have been in the habit of writing English poetry, and who have taken a great pleasure in it, and I have sometimes seen their compositions and taken a pleasure in reading them.

474. You do not think that by reason of age or any other cause it is a kind of composition in which they are unable to excel?—Opinions will differ upon that.

475. (*Lord Devon.*) I understood that the system of oral translation is in use in this school for the first three or four upper forms,—I mean sentence by sentence or word by word,—that the boy reads a Greek sentence and then reads it off in English?—It is entirely sentence by sentence in the sixth form, unless, as it very often happens, a boy gets confused, or has been wrong, and then I say "take it word by word." But if not necessary I never do so. In the fifth form there is a difference, the master of the fifth form generally thinks it necessary to confine the boys to the words, but he often has recourse to the same method as myself. In the lower forms it is word by word.

476. Did you introduce the system of rendering passage by passage?—I introduced it.

477. And do you consider upon the whole that it is a system which works well?—I do.

478. But one which requires the careful watching probably of the teacher of the class?—Eminently so.

479. (*Mr. Thompson.*) Do you ever practise boys in the converse system of translating English aloud into Latin?—I have done so frequently. We have looked over the copies first.

480. They are prepared previously?—Yes.

481. Do you think that a salutary exercise?—Yes; I think it a salutary exercise. I have used books for that purpose. Arnold's books are well known and much used, and there is a book of my own in use.

482. Would a sixth-form boy have much difficulty in translating, say a page of Gibbon *viva voce*?—I should think that would be one of the hardest things you could give a boy to do.

483. But with preparation?—Yes, with preparation he could do it.

484. (*Lord Devon.*) Will you be kind enough to place before us for information and record the advantages you suppose to result from your system of translation, *viva voce*; what led you to introduce that system here?—My reasons were two-fold; one was the advantage which I conceived the boy gained in mastering the English language itself; and the other was the realization by himself of the meaning and matter of his author.

485. Which is frittered away when you translate word by word?—Yes, to a great extent. The interpretation of an author, practically speaking, seems to me to depend in two parts out of three upon an appreciation of the logical bearing and connexion of the different parts of the sentence with each other, and of the whole with the context. The grammar comes in for one-third, the other for two-thirds, I should think.

486. (*Mr. Thompson.*) It would lead to a better exercise in English?—Yes, I mentioned that as one advantage, and an appreciation of the matter and context as a second.

487. (*Mr. Vaughan.*) Do you consider the repetition of Latin prose is essential to the formation of a good Latin style?—I think it is very desirable and I use it; I do not know whether I should venture to say it is essential.

488. (*Mr. Thompson.*) Do you consider the repetitions very long and numerous in your school in proportion to others?—No, I think probably the reverse. We repeat 50 lines of Virgil at a time. Of Horace's Odes we should repeat more probably.

489. It must be a boy of good memory to do that well?—They differ very much in that. Boys of good abilities in other respects are sometimes very deficient in the power of repeating.

490. Is it insisted upon?—I make a show of insisting upon it, but I let such boys down easily.

491. (*Mr. Vaughan.*) I think you do not adopt the system of repetition of Greek prose, though you do of Latin?—No.

492. What is the reason for that; is it the same, *i.e.* that you have not time for every thing?—Nothing more.

493. Is it not your practice in teaching Greek composition to teach Greek prose before you teach Greek verse?—Arnold's book on Greek prose has been the ordinary work of the sixth as well as other forms; I do not think we have taken harder books for Greek prose.

494. I wish to know whether you do not teach Greek prose before you teach Greek verse; as walking comes before running?—So far as short sentences in Greek prose, but not so far as translating longer sentences. For translating English into Greek at any length verse has come before prose.

495. (*Mr. Thompson.*) You think it is easier to write tolerably good Greek verse than tolerably good Greek prose?—I should think so.

496. (*Mr. Vaughan.*) Is it the case that all the Latin composition has been construed before it is repeated?—No, it used to be so in my boyish days; I think I have gained an advantage in making it an additional lesson.

497. Do you look to the mode in which it is repeated as a sign whether the boy understands it?—Yes; and if there is any mistake on his part I attribute it to his not having mastered the sense.

498. (*A Commissioner.*) If I understand the tables there is a good deal of work which appears to be repeated without ever having been construed?—No great quantity.

499. (*Lord Clarendon.*) French is not considered in the general examinations. I suppose that is not

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because you do not attach importance to it, but that there has not been time to attain proficiency?—Partly on that ground and partly for reasons understood at the university; they desire to have those boys who are very strong in some one subject, as classics or mathematics, rather than those who have attained a moderate proficiency in several subjects.

500. "But classes in it alone are published, and "prizes given at midsummer." After examination, I suppose?—Yes. Mr. Bentley reports to me the classes, and I am satisfied with his report. I believe he often institutes an examination, at least he is perfectly conversant with the merits of the boys. I believe the prizes are founded upon the marks of progress, *i.e.*, the marks of the half-year.

501. (*Lord Lyttelton.*) Are those prizes upon a level with the other prizes of the school?—Yes, they are quite equal. For instance, the works of Molière, well bound, in two octavo volumes.

502. (*Mr. Vaughan.*) In teaching history, is it not the case that you prefer the systematic use of compendious histories to original and larger works?—I always tell them "Do not confine yourself to this "compendium; you are getting a mere skeleton of "history from this; you should give flesh and blood "to that skeleton by longer and more extensive "reading."

503. Is it not the case that you teach by outlines and compendious works, for instance, Scripture history, rather than by reading the works of the original authors?—We used for a very long time a book called the "Bible Narrative," which contains the words of the Scriptures themselves, and that is still used in some parts of the school. The book I have used for a long time in ancient history is Bötticher's Historia Antiqua.

504. And is it not also a part of your system to prefer to give the boys a sketch of history through outlines and compendiums rather than to give them fragmentary portions of history in larger original works?—Yes, but I give them the larger works also, and they get such high marks for the subject that there is considerable inducement to make use of those works.

505. (*Mr. Thompson.*) I presume the sixth form would read such a history as Thirlwall's or Grote's?—I cannot say that is generally the case; it depends upon themselves. Some boys have such a passion for history they read everything that comes in their way.

506. The opinion you have expressed to them as to skeletons of history would necessitate the reading of the original, or some large work?—Yes. I find some boys much better prepared than others. It is singular that the Welsh boys who have such a difficult language of their own to deal with should be our worst French scholars. We generally find their names towards the end of the third class.

507. (*Lord Lyttelton.*) Do you find it usual that boys come up who are well acquainted with French and pronounce it fairly well?—Some few do; particularly those boys who have been at a French school.

508. The majority do not pronounce it well?—No.

509. You attach great importance to their being well grounded in French before they come to such a school as this?—Certainly.

510. (*Mr. Vaughan.*) Have you any access to a list of your prizes; there are 25 or something like that?—There would be 20 or more prizes given. In the sixth form I give two prizes to the two best classical scholars, depending upon the last previous examination; I give a Greek verse and Latin verse prize, and sometimes (not always) a Latin essay prize. Very often it is given. Last year there was one. The best mathematician in the sixth form has a prize. The best mathematician in every form has a prize. The best French scholar in every form has a prize. The best classical scholar in every form has a prize. I have mentioned the classical, mathematical, and French prizes in each form. Then there is a very important prize in the forms below the sixth, which I call "the aggregate merit prize." It is given to that boy, or sometimes, in case of near equality, to several boys, who have done best generally, in conduct as well as work.

511. To boys in each of those forms?—Not in the sixth form, in each of the other forms. I look to everything; I see how many first classes a boy has, viz., classical, mathematical, and French. Our classes are arranged:—1, classical; 2, mathematical; 3, French; and a boy's name being in the three first classes would go very far in respect to merit; but I look to see what penal marks he has had; if he has had very few or none, that tells. In short it is a summing up of his literary qualifications, his industry, and his moral character. Those who stand the highest in those aggregate respects receive that prize which is called "the aggregate merit prize."

512. Do divinity, history, and geography enter into the examination for which the classical prize is given in each of the forms, or is an examination taken separately for these?—In the sixth form the examination decides pretty nearly the classical prize, unless indeed the classical merit of the second boy should surpass that of the first. In that case (which is very rare) I should give the classical prize to the second instead of the first, because of his superior classical merit, and the first would get the mathematical prize.

513. I want to know whether divinity and history form part of the classical examinations?—Yes. In the forms below the sixth I take the places from the reports of the masters, and I believe in every form they examine in divinity and history. I am pretty sure they would consider those subjects as belonging to classical literature.

514. (*Lord Lyttelton.*) With regard to keeping up a knowledge of French, what is the average time a boy remains a præpostor?—I think the average time a boy remains a præpostor would be about two years.

515. (*Mr. Vaughan.*) When the boys are examined in different forms, do you have the same examination for all the forms, or a different examination for each form in its own work, or work adapted to it?—An examination of each form in work adapted to it.

516. In none of the examinations do you give the same form of questions to all the school?—That has been done sometimes in one subject only, viz., arithmetic.

517. But not in classics?—No; we should have no motive for it at all.

518. There is a different set of questions?—Yes.

519. (*Lord Clarendon.*) The Dean of Christ Church sends an examiner for the Careswell exhibition, is he paid?—Not by me; that is a matter for the Careswell trustees. Mr. Harding, a clergyman of this town, is the receiver of the Careswell property, and manages all those things for the Careswell trustees, of whom Lord Powis is the principal.

520. (*Mr. Vaughan.*) Is it the Dean of Christ Church who always has the choice of the examiner who comes down, or do you determine that?—The Dean of Christ Church chooses the examiner. I have no doubt to the Dean of Christ Church it has become now a matter of very considerable interest, since the Careswell trustees adopted the wise measure of throwing open the scholarships. They were kind enough to accept our recommendation exactly as we made it; they referred it to the masters of the schools, who met and considered the matter and made a recommendation, which the Careswell trustees were good enough to carry out precisely. They had a surplus and did not know what to do with it, and they established a prize of 100*l.* open to the six schools without limitation of county.

521. (*Lord Devon.*) Then with regard to the general administration of the trust, so far as concerns the school, you, probably, would be of opinion that it is administered now in the way best calculated to pro-

mote its efficiency?—Certainly, with due regard to the claims of parties.

522. (*Mr. Vaughan.*) Do you think the same principle at all applies to the Careswell exhibitions which applies to that prize of 100*l.*?—It would be better for us if there were no preference to Shropshire at all. There is still a preference to Shropshire in the exhibitions. All such preferences are more or less disadvantageous to the school itself. In no other point of view would the observation apply.

523. It says in the list of exhibitions there are "14 exhibitions appropriated to five other Shropshire "schools," do those schools compete with Shrewsbury for these exhibitions?—They may do so. All those schools have their own *quota* in the appropriation of the exhibitions; one has four, some have three, and some two; and if they can find a competent candidate for an exhibition they have a right to it. He is still subject to examination, and if he should be found incompetent the exhibition is then open to all the schools.

524. Has that often happened?—There are two schools which never do send candidates, Shiffnall and Donnington. There are few from Bridgenorth now-a-days, though it used not to be so. Newport and Wem generally have candidates. They have a few boys, and they have masters who prepare them for the exhibitions.

525. (*Lord Devon.*) Those 14 exhibitions would come to Shrewsbury supposing the five other schools had no candidates?—Yes, provided the other five schools had no candidate. If the particular school has no candidate who is competent, it is thrown open to the other five schools.

526. (*Mr. Vaughan.*) Has it ever happened that when one school has not had a candidate the other four schools have competed for it?—No, it has rarely happened that any competition has arisen between ourselves and any other school. These two last years, which are the first since the prize has been instituted, it so happens we have gained a minor studentship at Christchurch in the February of each year, and the other schools have not sent a candidate into the field to compete with us for the Careswell prize.

527. Does it practically come to this, that Shrewsbury generally takes the exhibitions that any other school cannot send a competent candidate for?—That has been the general rule, but not without exception.

528. (*Lord Devon.*) There are five Shropshire schools to which the exhibitions are appropriated; suppose one of those five schools, to which say two exhibitions are appropriated, has no boys competent to pass such an examination as qualifies them to receive such exhibitions; are those two exhibitions open to the students of the other four schools with Shrewsbury or without Shrewsbury?—They are open to Shrewsbury and the other schools.

529. Shrewsbury is then let into competition with the other four schools?—Yes.

530. (*Mr. Vaughan.*) Are the four put down here the *quota* of Shrewsbury out of the 14?—Yes.

531. They always fall to Shrewsbury?—Yes.

532. Have you it in your power to state the average number which, with those four and the others that came to it by default, actually fell to Shrewsbury in each of the last few years?—If that question had been asked before I could easily have answered it; I will make a note and answer it hereafter.

533. (*Lord Lyttelton.*) With regard to the latter part of the answer to question 13, are all composition prizes given upon open competition?—Yes.

534. And there are no other prizes given on a special examination?—There are no prizes of the same kind.

535. "The school prizes for composition are "given and withheld on the same principles as at "the universities; the other prizes are the result "of school examinations, general work, conduct, &c., "not specially examined for"?—I meant the words "not specially examined for," to refer to the general work. I believe those other prizes, a list of which I have already given, are not specially examined for; they are the result of the general work of the half year, as reported by the masters.

536. (*Lord Devon.*) Will you be kind enough just to look to page 21. There appear to be three Careswell exhibitions at 30*l.*, 21*l.*, and 27*l.*?—There are four Careswell exhibitions at 60*l.*

537. Do those sums represent the annual value of one?—Those sums represent the changing value of a single exhibition. Numbers 15, 16, 17, 18, each represents a Careswell exhibition of 60*l.*

538. (*Mr. Vaughan.*) Am I right in my understanding of one of your observations on this subject, viz., that you do not consider the restriction of any other exhibitions which are limited to particular colleges in the universities of Oxford and Cambridge, as prejudicial to the interests of the school, except those which are limited to Magdalen College, Cambridge?—I consider our having scholarships limited to Magdalen College is better than not having them at all, and there is no disrespect whatever intended to Magdalen College; but of course, for the interests of the school, I say they would be better open.

539. But would you extend that principle to St. John's College at Cambridge and Christ Church at Oxford, and the other colleges the scholarships are limited to; would you think it better they should be open?—It is impossible for me as Head Master of a public school to answer that question otherwise than in the affirmative. There is no doubt it would be better for the school if they were unlimited. The Dean of Christ Church wished to throw open the exhibitions to that college to the competition of Shrewsbury school and the other five schools. I and the masters of the other schools were consulted about it; we had a meeting and the thing was talked over, and we were severally asked our opinions upon it. The other masters said they must oppose any such proposition. When it was put to me I said I did not feel myself at liberty to support it. It would have been my obvious interest that it should be the case, but I did not consider I should be doing a kind or generous thing to the other masters in supporting it, whatever my opinion might be of the benefits conferred on public education generally.

540. It would have been a loss to those five schools of so many exhibitions?—Such at least might have been the result.

541. They were to be open to the competition of all the six schools?—Yes; you will see in what a position I was placed, and upon what conditions I answered that question. If asked "Would "it be for the interest of Shrewsbury?" I could but answer "Yes"; but if asked "Do you re-"commend it?" I would prefer to remain neutral.

542. (*Lord Clarendon.*) "A master is now ap-"pointed to superintend the private tuition of all "boys below the sixth form." That was spoken of yesterday?—That has been considered by me for some time; it is an extra expense to which I am going because I consider it is for the good of the school. I wish to make an effort; it is admitted that the principle of private tuition has its advantages; that the oversight of boys out of school is a useful thing. That has only just been instituted, since the quarter, and we now are considering the best means of bringing it to bear.

543. That would not apply to boys in the sixth form?—No, nor would it apply to boys who are able to work by themselves.

544. It refers to work but not to the superintendence of the boys?—Of course we are all private tutors of the boys, more or less, as regards their conduct out of school, and we all talk matters over.

545. "Extra private reading when allowed at "Shrewsbury," permission is obliged to be asked for that?—Yes.

546. By the parent?—Yes.

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547. (*Lord Lyttelton.*) In the note below Mr. Calvert says, "Any boy requiring extra tuition re- "ceives it on terms arranged privately with the "several masters; in my own case a single pupil "charged at the rate of four guineas a quarter, "receives instruction in my own rooms for an hour "every day, precisely as a student reading with a "private tutor at Cambridge; our only restriction "is that subjects forming part of the school work "shall not be read privately." But subject to that condition is it always allowed in the case of a parent who wishes for it?—If the parent has consulted me as to whether it was necessary, and I had any idea the parent's means were limited and it would be oppressive to him, I have said the boy could do very well without it, but if there has been no objection of that kind I had no wish to stand between the parent and the master.

548. Supposing there were time for it?—That I leave with confidence to the consciences of my colleagues. I do not think they would take any pupil they could not do justice to.

549. (*Lord Clarendon.*) 18, "It is practicable "to some extent and not unusual to pay attention "to individual character, &c., thus, if a boy has "decided powers and taste for mathematics, with "industry and conduct, and no such taste for classics, "I excuse him from verse composition in order to "do mathematical exercises instead." Is your observation of the boy's character only with reference to verse composition, or would you look to that in putting him into the non-collegiate class?—No, I am speaking chiefly of the boys who come up to the sixth form; it does happen occasionally in the fifth.

550. (*Lord Lyttelton.*) It is *pro tanto* a sort of approximation to the non-collegiate system?—No, they have the Greek lessons, it is only the verse composition they omit.

551. (*Lord Clarendon.*) It is adapting the system as well as you can to the individual character of the boy?—It is.

552. (*Mr. Vaughan.*) How do you manage in that case with regard to apportioning the marks to the different subjects; for instance, how do you manage with regard to apportioning the mathematical marks; you tell us mathematics have the value of 600 in the 2,000; I suppose when the apportionment is made with reference to those boys, mathematics (or whatever is the peculiar subject) have a greater value?—The mathematical papers are given in the sixth form, and I imagine in the others, so as to include the highest subjects they are reading in the form; there may be boys in the form who are not able to touch those subjects.

553. When a boy is allowed to do mathematics instead of composition, is not the value attached to mathematics in the papers, with reference to that boy, greater than with the other boys?—He is able to do more, and so to get more marks.

554. He is allowed an extra number of marks for that?—He gains them by superior knowledge.

555. So that his marks may exceed 600?—They could not exceed 600, that is the limit. Whatever the work may be the total number of marks is 600. The mathematical master apportions those marks.

556. So that his marks could never exceed 600 for mathematics?—They could never exceed 600; they would probably exceed those of other boys.

557. (*Lord Clarendon.*) 19, "I have no doubt, in- "deed my experience proves, that the ordinary school "work in classics and mathematics is sufficient to "ensure success in competitive examinations to an "able and attentive boy." Has any boy gone straight from Shrewsbury to a competitive examination and competed successfully?—I cannot say that that has been precisely the case, but I think I may draw that inference from the five who have gained the Indian appointments in the late examinations. They certainly went to college first, but I am quite sure they gained in every case by their classics. I have reason to believe they gained by their classics, and I think I may venture to say, with almost full assurance, that they gained by the classics they took to college.

558. (*Lord Lyttelton.*) Shrewsbury boys have not succeeded in the Woolwich or Civil Service examinations?—I think almost all the boys who have gone to Woolwich have succeeded. The Civil Service appointments they have not tried for. Of those who have gained the Woolwich and other military appointments the number has been limited. We have had a few who did not pass.

559. (*Lord Clarendon.*) What length of time were those five young men you alluded to at college?—I think they got it in their second year; they had been at college one year. I think one got it at the end of his first year. They gained it by classics and history. I do not think in any case mathematics carried the point.

560.—21, "The school has a library. The boys "have not access to it?"—They have access to it for the school work; they have not access to the books. They have not the use of the books in the library.

561. (*Lord Lyttelton.*) Who have the use of the books?—The masters.

562. Has it not occurred to you under any restrictions to give the boys the use of the books?—It never occurred to me to be worth while to attempt it with regard to this library, because the head boys have a very good library of their own, and Mrs. Kennedy has formed a library for the use of sick boys, from which we lend books whenever they desire it.

563. (*Mr. Thompson.*) They are very old books in the library, are they not?—They are chiefly old books, not books the boys would read.

564. There are no new editions of the classics?—No.

565. (*Lord Clarendon.*) It struck us yesterday that you were very badly off for accommodation, and also that the library is a very handsome room. As the books appear to be old books, and probably are not much used at the present time (the boys not having access to them either) would there be any means of providing another place for the books and turning that large room to useful school purposes?—Indeed I think it would be a most valuable change, but it would involve I should say the necessity of another building for the reception of the books. No doubt they could be accommodated in a very much smaller room, those that are worth keeping. I have no doubt there are a great number of books which have no other claim to be kept except that they are *ex dono*. My own house is a very cramped one.

566. (*Mr. Thompson.*) Do you recollect the number of books in the library?—I do not recollect.

567. (*Mr. Vaughan.*) 22. "I tried choral music "for two half-years, and it was taken up with some "zeal at first." Why was that given up?—Yes, the boys sometimes take up a thing with great zeal and then let it drop. As regards myself, I do not know anything of music.

568. Were they taught music scientifically and on principle?—I had a music master, and he came once a week into the school.

569. Do you know what his qualifications were?—Some said he taught pretty well. I believe he taught on the Hullah system.

570. (*Lord Clarendon.*) You say "Fifteen boys "have attended the school of design." Is there a school of design at Shrewsbury?—It has not yet connected itself with the Government schools. It will do so directly.

571. Some of the boys have attended that school?—Yes.

572. (*Mr. Vaughan.*) Let me ask whether you do or do not consider the power of drawing is a very useful power to a student of classical authors?—Eminently so.

573. Do you not think there is a very great deal, particularly in the poets, Homer for instance, owing to the objective nature of Greek poetry, and also in the historians, a boy's understanding of which can be

tested a great deal better by his drawing a sketch than by any number of questions you could lay before him?—I have no doubt of it.

574. Would it not then be a very useful preparation for coming to a public school, a knowledge of the art of drawing?—I think so.

575. (*Lord Clarendon.*) How do the boys find time to attend that school?—They are chiefly non-collegiate boys.

576. (*Mr. Vaughan.*) With regard to music, would it not also, perhaps in a less degree, be of considerable advantage to a boy to have a knowledge of the elements of music in understanding the classics?—I have no doubt of it in that point of view, or in any other point of view, certainly. I speak from my impression, being quite ignorant of the science of music. I have no doubt it must be of the highest value; I feel the want of it, and can guess what its value must be.

577. Do you think music is implicated a good deal in the works of the ancients, both in their poetry and their philosophy?—Certainly it is; especially in Greek literature.

578. Is there not a good deal of musical illustration in the philosophy of Plato for instance?—Yes.

579. And a knowledge of the principles of music, as taught even now, as based upon a knowledge of the principles of antiquity, would give assistance?—Yes, I presume so, but I speak without any authority whatever on the subject.

580. (*Lord Clarendon.*) "Boys who have no "penal marks during the half-year, and in the "summer those who are in the three first classes, are "allowed to go home several days before the rest." I do not think that is a system in use in any other school, is it?—I desire to encourage good conduct during the half-year as well as the industry of the half-year as much as I can; and I know there is nothing boys value more than going home a few days earlier. It has its effect, I think.

581. (*Lord Lyttelton.*) How many days are they allowed to go home before the rest?—The school at large going home on the Wednesday, those boys who have had no penal marks in the half-year, would be allowed to go home on the Saturday preceding.

582. (*Lord Clarendon.*) Are you able to allow that to many boys on the average?—I think we have had as many as 20 who have been so allowed. This half-year, probably, the number is not so great. I think the number will be about 14 or 15.

583. (*Lord Lyttelton.*) Do you not think making them write out a large number of lines as a punishment has a bad effect on the handwriting of boys?—No boy in this school except a boy in the sixth form is liable to write out a large number of lines, unless he has accumulated upon his head a number of other punishments. We are driven to that as a *dernier ressort.*

584. (*Lord Clarendon.*) Do you consider that punishment objectionable?—Yes; I do not know any punishment which is not. Milton is subjected to this desecration; I had an aversion to giving Virgil as a punishment; I thought Milton would bear it better.

585. (*Mr. Vaughan.*) Do boys obtain many half holidays for themselves in the course of the half-year who have merit marks?—Yes; many boys obtain a half holiday at different times in the course of the half-year.

586. You think that is a motive to them to do well?—Yes; I think it is, certainly.

587. (*Lord Devon.*) Passing from rewards to punishments, I understand from your answer that flogging is not applied to any offences except those of a moral character, or serious breaches of discipline?—That is so.

588. No literary faults are so punished?—Not unless they assume an aspect of moral guilt, which is just possible.

589. (*Lord Lyttelton.*) No merely stupid boy is in danger of flogging?—No.

590. (*Lord Devon.*) Do the under masters flog or is it reserved for yourself?—The second master has a right to flog, and ought to flog in the lower school. When Mr. Gifford came he said if I would flog the boys in the lower school he should feel himself very much obliged. I said, "It is not adding "much to my duties, if you, as a young man, dislike "it," so I took it upon myself, and it has remained with me since.

591. Where is the flogging administered?—In the school library.

592. In the presence of whom?—Of the monitor of the form.

593. Not in the presence of the whole school?—That is a punishment I have sometimes resorted to, but very rarely, when I wished to make a signal example.

594. (*Lord Lyttelton.*) Is there any limit as to age?—There is no nominal limitation; but I am always loth to flog a boy of advanced age. I sometimes have flogged a boy in compassion to him or his father, to save his being sent away.

595. How many cases of flogging have you in the half year?—On an average perhaps there would be half a dozen.

596. Out of the whole school?—Yes; I have passed through a half-year without a single flogging.

597. Practically it is confined to the younger boys?—Yes; sometimes a fifth-form boy is flogged, but chiefly the lower boys.

598. (*Lord Clarendon.*) Bullying you would consider a grave offence?—Yes.

599. Is there very little of it here?—I have every reason to think so; the feeling of the upper boys is strongly against it.

600. (*Lord Devon.*) What is the punishment for going out of bounds, which sometimes may be complicated with going into a public house?—Such a case has not arisen of late years as going into a public house. I punish for going out of bounds by putting the boy on the idle list for one or more weeks, according to the case. If it were repeated within a certain time, it probably would be visited with flogging. That has not occurred this half-year.

601. (*Lord Clarendon.*) I see you class smoking and falsehood together?—Smoking is an offence which I am obliged to meet with a sharp punishment. I do not class them together morally.

602. I only meant you put them together here?—I only put them together as liable to flogging.

603. (*Mr. Vaughan.*) Do you not think it has a bad effect, giving the same punishment for two such different offences; do you think the boys understand the ground sufficiently to prevent any bad effects in confusing their ideas between a mere improper habit and a gross vice?—I endeavour to make it as clear as possible. If there were more gradations of punishment I should be very willing to resort to them. Smoking is a habit which if not repressed would grow very much in a school. The præpostors always distinctly promise they will prevent it in the houses and studies, but boys do smoke; there are always some few who do more or less. I think it is in the country chiefly. They go out and take their cigars into the country.

604. (*Mr. Thompson.*) You would not take secondary evidence of smoking, *e.g.*, the smell of a boy's hair?—I would not flog him upon that. Once in the case of a little boy I took that as evidence to obtain further proof; and (the boy being one to whom I could do it,) I said, "Come with me to your locker." I made him open his locker, and there I found his store of cigars; then I flogged him.

605. (*Lord Clarendon.*) 27 to 30, "The præ-"postors, twelve in number, have obtained their "rank by literary merit only;" I thought we understood the præpostors were the first twelve in the sixth form?—Yes.

606. Then those below might have superior literary merit to those first twelve?—The others gain their position by superior literary merit, and I do not think it expedient, when a boy has been made

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a præpostor that he should be removed, unless degradation has become necessary. They may lose their places in their remove, and often have done so to another boy, when a vacancy has occurred, in examination.

607. But they still keep the præpostorship?—Yes.

608. (*Lord Lyttelton.*) When are they allowed to wear a hat?—Always, it is a proof of confidence.

609. And a privilege of that sort is valued, I presume; they always do wear it?—Yes.

610. Are the bounds not discriminated?—There is no limit to præpostors. Of course it will be easily understood if I saw a boy going into any objectionable place, I should say "You must not go there," but that is a thing which I may almost say never happens.

611. (*Mr. Vaughan.*) You find that your confidence is rarely abused?—I have known instances where it has been abused, but as a general rule it is not abused.

612. (*Lord Lyttelton.*) And they go home a day earlier than the others?—Yes, if they choose.

613. Do they often carry sticks?—They have not done it of late; they may do so.

614. (*Lord Clarendon.*) What is that regulation by which "they engage by signature, on the part of "the school, to do and prevent many things"?—There are some things, I must say, I consider to have been in the nature of a compromise, to a certain extent. I have proposed on my part to waive certain things, and to allow certain things on condition that they, on their part, did not do certain things, and would prevent those things. One of those is giving a breakfast at an inn, which used to be a custom on leaving. I have confined that to the house of a confectioner they usually go to, and make it a condition that they do not have wine or ale on that occasion, which they also promise. With regard to the game of "hounds," they promise if that is allowed, it shall be confined to the space within the river, and they will not cross the river by either bridge. One or two other things of that kind they have engaged by contract to do, and by signature to do; each præpostor signs his name to what he knows he has to do; and it is understood that on my part certain things have been permitted on those conditions.

615. (*Mr. Thompson.*) Would they inform you if there was any systematic attempt to violate those conditions?—I should presume so.

616. You would expect to be informed?—Yes, certainly.

617. (*Lord Lyttelton.*) You say "Sometimes a "compromise has been admitted; but if the Head "Master considers a certain course essential, he insists "upon it, giving his reason, and the præpostors, "after consideration, have always yielded the point." It is not meant that they would have any option?—They have no option, but if they had stood neutral, I could not have exacted a promise, and that would have left it an open question. I meant to say they have yielded so as to make a promise. I never should attempt to force a boy to make a promise.

618. (*Lord Devon.*) Can you give us an example of your meaning from the last transaction you had with the præpostors?—There was a question some few years ago about what they used to call the "hounds" dinner. It was a custom to have a dinner before the Christmas holidays, at which I understood they had beverages of one sort or another, and there being many boys from different parts of the school, (I suppose most of the school would be there,) I considered it very objectionable they should have such things. It was an old custom; they are very tenacious indeed upon that point; they do not like breaking through old customs. I said I should positively put a stop to the game of "hounds" by a forcible measure, viz., multiplying "callings over" if that was not agreed to. Some of them, who were obviously willing to yield, did not feel themselves authorized to do so without the consent of the rest of the school, and it was a matter of doubt for several days. I said for many reasons it would be very painful and disagreeable to me to feel myself in a state of war with the whole school, but I could not allow wine, strong ale, spirits, or anything but bitter beer to be introduced; upon which conditions, and those alone, I would allow the dinner to take place at the usual house. All those things were at last agreed to.

619. (*Mr. Thompson.*) Is "the usual house" an inn?—No, a confectioner's shop.

620. They have a room large enough?—They have a room large enough; I do not suppose for the whole school. Of course I am not invited on those occasions. They did finally consent to it after several days' consideration—to see whether I would hold out, I suppose.

621. (*Lord Devon.*) Have you had interviews with the præpostors as a body?—Yes.

622. (*Lord Clarendon.*) The "monitory system" vests in the præpostors. Do you consider that it is carried out by them?—I call their powers the monitory system.

623. (*Lord Lyttelton*) It is confined to the præpostors?—Yes.

624. It does not belong to the rest of the sixth form?—No.

625. What is the number?—The number is twelve at this moment.

626. (*Mr. Vaughan.*) You say "they are entitled to set punishments to the extent of 10 C. P." Do they ever exercise this power?—I do not think they do.

627. Suppose a præpostor sees an act done deserving of punishment, does he not then set any?—I do not think they are in the habit of acting magisterially. I think they do it by their own personal influence, acting as boy and boy, but the præpostors stand on their own privileges nevertheless.

628. If a præpostor sees a boy doing what he should not do, the præpostor would not set him some punishment, as the master would?—No.

629. (*Lord Lyttelton.*) Would they report it?—I am afraid not. Not in cases of smoking, for instance, unless it were done in the studies or the house; in that case I think it is as likely as not, a præpostor would take the law into his own hands.

630. (*Mr. Vaughan.*) In case of seeing a boy bullied, what course would a præpostor pursue to vindicate the discipline of the school and protect the lower boys?—I am hardly the person to answer that question; I think there is a great chance he would deal as boy with boy, and say "I will give you a "good licking if you do that."

631. He would deal simply as a big boy with a little boy?—I think the chances are that he would; I think if he could not, *i. e.*, if he had not physical power, he would leave it alone; or perhaps he might confer with the other præpostors, one or other of whom would do it. By that answer I meant to say they have no official power to cane or send a boy to the head room to be caned.

632. And he would not set a punishment?—I do not think it is the custom.

633. What is the principle on which you think it desirable that all boys should attend at foot-ball?—It is not a regulation of my own, it is a regulation of the boys themselves. I have never seen any reason to forbid it.

634. It is compulsory?—Yes, I think there are certain days on which boys are expected to attend.

635. (*Mr. Thompson.*) Not day boys?—No.

636. (*Lord Clarendon.*) I do not understand "individual fagging"?—I think it is explained so far, by stating what the amount of fagging is which is allowed. The præpostors are allowed to use for certain services of the head room, four fags weekly. They are put on by rotation, come to the head room at a certain hour, a little before meals, and ask what messages they have to carry, and so on.

637. No boy has a fag of his own?—No.

638. (*Mr. Vaughan.*) Do they not send messages by them, and make them do those services which an "individual fag" does?—If the boys were put on, and a præpostor wished it, he would do so.

639. If a præpostor sees a boy standing about, and wishes his coat or hat fetched, has he authority over him?—It is by no means a customary thing to do; I think this is the general rule, that four boys are by rotation fags of the head room; but I think the services they have to perform are pretty definite.

640. (*Lord Devon.*) Of what character?—I think going to fetch them something from a shop.

641. Not of a menial character at all, such as cleaning shoes?—No, never certainly, they have no limit in that way; they have as many boots and shoes cleaned as they want.

642. (*Mr. Vaughan.*) Do they keep the goal at foot-ball, the lesser boys?—Yes.

643. They keep the goal and do not join?—They always choose two boys at a time to keep the goal.

644. (*Lord Lyttelton.*) Do the lesser boys join on the same terms as the others?—Yes.

645. (*Mr. Vaughan.*) Have they a separate game of their own, the lesser boys?—Not at football; at cricket they have.

646. (*Lord Devon.*) Is it your opinion that the system of two holidays in the year works better than having the same as other schools?—I think perhaps rather so; I have not a strong opinion upon it.

647. You found the system existing?—I found it existing and did not alter it.

648. (*Mr. Vaughan.*) Have you holiday tasks here?—As the examination takes place partly at the end of one half-year, partly at the beginning of the next, two papers are left over, and perhaps one or two others, so that the boys have work on hand to prepare.

649. And the subjects for prizes, are they given out before the holidays?—Yes.

650. And sent in soon after? I mean the prizes for composition?—The prizes for composition will be adjudged now, almost immediately.

651. They are not given out so that the boys can do them in the holidays?—They are very often given out before the Christmas vacation, though the papers are not to be sent in before May.

652. (*Lord Lyttelton.*) At the end of 32 you say "Some modification may hereafter be made;" would you state to what that alludes?—I think many parents may consider that sixteen weeks are too much holiday, and it is only on account of having abolished those few days (which had grown into a week) in the middle of the half-year that I have allowed so much. It would have been a very disagreeable thing to the boys to be deprived of those days without any compensation; I therefore acted, as I generally have done, on the principle of compensation and of keeping them in good humour, so far as I could do so consistently with principle, and have allowed the addition at present; but feeling at the same time that a time might come when it might be proper to make some modification.

653. (*Lord Clarendon.*) You say the boys are required to be in chapel at 7.30?—Yes, they meet at 7.30; the masters afterwards meet, and then we go in.

654. I will take this opportunity of mentioning a complaint which was made to us this morning by some members of Town Council, viz., that the hour of 7.30 during the six winter months is exceedingly inconvenient to those who are compelled by want of accommodation in the town to live at some distance with their families?—That is very easily met by letting them miss their morning chapel, as I have often done when health has been made the plea. I have always said, "If you can in any way state that "your son's health is unfavourably affected by his "getting up at that hour; if you can get a medical "certificate, or without a medical certificate, can "say his health is likely to suffer, he shall be "exempted."

655. The principal difficulty appears to be the distance at which the parents are residing, a mile and three-quarters from the school, and consequently the getting up so very early, the boys having that distance to perform?—7.30 is about as late an hour for the first lesson as any school in England has.

656. (*Lord Lyttelton.*) Considering the amount of work to be done, you could not begin later?—Hardly. I know at the school where my son is they rise at 6.30.

657. (*Lord Devon.*) The commencement of the school at 7.30 in the case of a boy who lives a mile and three-quarters off implies getting up at 6?—Probably so; at all events, it is not a ground of complaint; it is only a thing they would like to have altered. It has always been the practice.

658. (*Mr. Thompson.*) Have you thought of any modification?—I do not know of any modification, unless it were made optional to the parent to say whether his son should or should not attend the first lesson, in which case he would be placed at a considerable disadvantage with reference to the other boys.

659. (*Mr. Vaughan.*) Would it not be difficult to know where to stop, because if one boy lives a mile and a quarter off, another may live a mile and three-quarters or two miles, so that you would find yourself in a difficulty in apportioning the time to those different boys?—Certainly, I have endeavoured to put it on the only tenable footing, as it seemed to me, by putting it on the ground of health.

660. (*Lord Lyttelton.*) Do the day-boys breakfast before they come?—I am not aware how that is.

661. (*Mr. Thompson.*) Do they usually return after the first school?—I believe so.

662. And come back after breakfast to the 10 o'clock school?—I believe so.

663. (*Lord Devon.*) What interval have you for breakfast?—The boys may perhaps be out of school from 8.30 to 8.45; nine is the breakfast hour. We are out generally at 8.45. It may be a long lesson will keep them till the breakfast hour, or a short lesson may let them out sooner.

664. When do you go into school again?—At 10.

665. (*Lord Lyttelton.*) There are at least three hours of play time every day?—Yes, certainly; at least three hours, and more than that; there is a good deal in the summer time.

666. (*Lord Clarendon.*) Do the three quarters of an acre of playground include the fives court?—Yes, I think I have under-stated that rather; the Commissioners have seen it; I do not know what you would consider the measurement of the fives court, perhaps it is altogether more than three quarters of an acre. I have said the cricket ground, also used for football, is about four acres. I think it is more.

667. How far is that off?—About half a mile.

668. (*Lord Lyttelton.*) Do they complain of the playground as too small?—I think it is a little too small; the ball will occasionally go off.

669. (*Mr. Vaughan.*) I suppose you have to pay a good deal for it, being so near Shrewsbury?—I have to pay at the rate of 5*l.* an acre.

670. Is there not any ground which the Governors of the school could hire permanently at a regular annual rent, for the school?—That ground might be had; of course I need hardly say I have never sought or asked them to do so.

671. Could not the Trustees buy that?—Yes, but if they did so it would open that question, which might be a very vexed one on the part of any who wished to find a grievance, and were disposed to make the most of it, viz.:—the question of boarders and day scholars. If the day scholars did not practically make use of the ground it would be asked why the Governors paid for it.

672. In other schools there are boys living in the town who have access to the playground, subject to the Trustees?—Yes, they have access to it here, and I know several of the day scholars do join in cricket, and others might if they would. To a certain extent there is a degree of favouritism on the part of the boarders, who may like some day boys, and not particularly like others.

673. (*Lord Clarendon.*) Would the day boys be looked down upon by the other boys if they came

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to play cricket?—I think there is a little favouritism. It depends upon social relations in some measure.

674. (*Lord Lyttelton.*) As to swimming; have you any system of ascertaining how a boy can swim?—Yes, we have the report of the bathing man.

675. You have a bathing man?—Yes, we have a bathing man, whose duty it is to attend.

676. (*Lord Clarendon.*) Who is the drilling master?—He is an old sergeant. I am not speaking of the drilling of boys who want to attend the rifle corps, but the ordinary drill of the sergeant.

677. They are drilled in the common exercise?—Yes.

678. With regard to the rifle corps, the number is not so large as it was?—No, I am afraid the spirit of the original movement is hardly sustainable. I have not interfered with it myself, and I am afraid Mr. Calvert will have a poor account to give of the attendance this half-year.

679. But you do not doubt it will go on?—It ought to go on, because we have had assistance given us; but this being a voluntary thing, each boy considers himself independent.

680. Are they allowed to shoot?—There has been no opportunity; Mr. Calvert resigned the captainship six weeks ago, because they did not attend the drill.

681. (*Lord Lyttelton.*) You think the school games are rather overdone for a school of this size?—The average of parents here are not rich. There are some who can afford a good deal, and some who can afford very little, and when they want to keep up the boats and the regatta, there is a great deal of pressure used by the captain of the boats; and I fear that tempts boys to teaze their parents for money, and may make the school itself rather more expensive than it ought to be. To keep up the gymnastic exercises well, a good deal of expense is required for a small school.

682. (*Mr. Vaughan.*) I referred just now to what that organization is for the games?—It is just the same kind of thing as the stewardship of races would be.

683. For every amusement of that sort there is an acknowledged head who manages it for the school?—There is by election.

684. (*Mr. Thompson.*) I suppose betting would not take place?—I would not say such a thing might not take place.

685. (*Mr. Vaughan.*) Subscriptions are opened?—Yes.

686. A tax is imposed, I suppose?—Yes, it comes to that.

687. Have they any constitutional mode of imposing the tax, or is it done by the head of the sixth form, or a committee?—It is done by the head boy; but if he did not do it upon some recognized principle he would be resisted; some school Hampden would soon rise up.

688. (*Lord Clarendon.*) You say, "I took the "first occasion of addressing the school in chapel on "the duty of attending holy communion, at the same "time explaining the principle on which I should "rigidly act, of severing this question from school "discipline altogether, even to the extent of not "allowing attendance or non-attendance to modify "my reports of character and conduct." I suppose that has had a much better effect than making it compulsory?—I have not a doubt about it.

689. (*Lord Lyttelton.*) It has never occurred to you to make it compulsory?—No.

690. (*Lord Clarendon.*) The boys responded?—Yes; the first communion that took place after that was attended by 28 boys, and the numbers have continued to be satisfactory ever since; but as I say there, I never talk individually with a boy on this subject unless he seeks it. It has happened that he comes to me.

691. (*Lord Lyttelton.*) Are you quite clear upon the point you mention here, that in this country those who set a value on a university education and classical training is steadily diminishing?—It would be presumptuous in me to give an opinion; I only speak from the slight importance in which it now is held in this country by the commercial classes, the growing power and influence of those classes, and the little value which, as a body, they are inclined to set on those things.

692. Do you apprehend the middle classes of this country at any time set much value on a university education?—I do not know that they ever did, but they have become now so much more important and influential (owing to the power of steamboats, railways, and the like) that I think that which makes money is more considered than anything else. They ask what bearing classics have on money matters.

693. (*Lord Clarendon.*) You consider classics and mathematics to be the elements of liberal instruction?—I do.

694. And that any further development should be in the direction of English, French, and, if practicable, German, grammatically taught?—The latter is what I should call a liberal non-collegiate education; the other is what we call our ordinary classical course.

695. (*Mr. Vaughan.*) Do I rightly understand from your answers that you would consider that Latin is the proper basis of a public school liberal education?—I do.

696. And that its further development is either in the way of Greek or in the direction of the modern languages?—I do, so far as language is concerned.

697. And the proper complement to it is a mathematical training?—I mean to put both elements on an equal footing.

698. On an equal footing as educating in two different lines?—Yes.

699. Has it ever occurred to you to consider how far the teaching of physical science, *i. e.* the natural sciences as distinct from mathematics, would also furnish a basis of a liberal education?—I should think they would not furnish a basis for education at all; I should consider them as an assemblage of facts, not as supplying principles.

700. Do you mean that the natural laws, which are taught in the science of chemistry, heat, electricity, and such matters, do not supply principles or general laws which furnish a basis for education?—I should think they would not furnish a basis for education. Of course I attach the greatest possible value to them, but I should think they do not furnish a basis for education. They are not synthetical enough for elementary instruction.

701. Do you not think that altogether they furnish a particular discipline for the mind, which is peculiar to themselves, and is different from that either of mathematics or languages?—I should think they would be better as adjuncts to a course of education than as a part of elementary teaching.

702. Do you not think they furnish a particular discipline both to the senses and understanding, besides giving most valuable information applicable to all purposes?—As a discipline of the senses I should admit their value. I am speaking now of an abstract mental discipline, not of the discipline of the senses.

703. Do you not think a certain discipline of the senses is of itself valuable?—Certainly.

704. So far as they cultivate the habit of observation through the senses, the physical sciences are valuable instruments of education?—As adjuncts.

705. Do you not think that the action of the senses is so combined in the prosecution of the physical sciences, with the action of the intellect, that it furnishes a valuable discipline to the intellect also?—It has never occurred to me to think that as an elementary discipline it was sufficient.

706. I do not mean to ask if it would be sufficient by itself, but supposing it could be combined with the classics, as mathematics can be combined with the classics, would it furnish a valuable discipline?—I must repeat my answer; as adjuncts, the physical sciences are valuable instruments of education.

707. (*Lord Devon.*) You say, at the end (p. 20): "I am saying nothing that interferes with the "existing right of burgesses to gratuitous instruction, "but merely suggesting a principle on which their "decaying numbers may be wisely supplied in the "future arrangement of the school." I do not quite understand what the principle you are suggesting is?—We receive salaries for which we are supposed to perform duties, and I quite agree with all those who hold that the benefit of those poor who are capable of liberal training, and for whom it is desirable, was intended to be one of the important ends of an institution of this kind; and therefore I think it is proper that a certain fixed number of poor boys, who are not capable of paying school fees, should be admitted to the school. At what point that number should be fixed is a difficult question. I do not mean to give an opinion upon it; it is an open question; but suppose the number were fixed, we will say, at 40. Burgesses already have that right,—though many of them certainly do not need it, but still they have the right. Suppose they did not come up to the number of 40, if it were thought that were the proper number which we should teach gratuitously for our salaries, then the deficiency in the number of burgesses' sons short of 40, might, I imagine, be wisely filled up by a suitable number of needy boys, fitted, by their ability and conduct, to be prepared for a learned profession.

708. To be chosen by whom?—That I do not say.

709. You have not formed any opinion?—I have not formed any opinion. I desire to leave that question open.

710. (*Lord Clarendon.*) In conformity with the statutes, could you limit the number?—No; I am not suggesting that the burgesses' sons should be limited, but they have not for many years reached the number I am assuming. Of course there are those who would wish no interference, but upon that I differ from them. I assume as a principle, that this being a school founded partly for the purpose of giving a liberal education to poor boys, (not a commercial education, not such as may be obtained at a national school, but a liberal education of a different character,) there is among the humbler classes of society a certain number of boys every where to be found who would do credit to such an education, and who would here receive such an education as would be beneficial to themselves and the community. If it was thought fit that the school should have a minimum number of boys taught gratuitously, and the burgesses, who have the right of gratuitous education, did not supply that minimum number, then it might be complemented by the election of certain poor boys upon the principle of merit.

711. (*Mr. Vaughan.*) Do you consider it at all remarkable that with so many classical distinctions as the school has achieved at Cambridge, it should have achieved so few comparatively at Oxford, having as it has, some very lucrative exhibitions at Christ Church?—In the first place those exhibitions at Christ Church being limited to Shropshire boys, have been taken by Shropshire boys who have been only just capable of taking them; and in the second place Christ Church itself has hitherto held out little or no inducement to boys to go to that college with a view to establishing their position in life. The studentships have, till lately, been given by interest merely, and are very poor.

712. As far as I understand the account, one of those Christ Church exhibitions is worth no less than 120*l.* a year?—No; it is 60*l.* for six years. It is never more than 60*l.*

713. With regard to those exhibitioners of 60*l.* they are liable to the same conditions as those at St. John's college, Cambridge, are, viz., birth within the county of Salop?—That is the only limitation of the Careswell scholarhips, but not of exhibitions at St. John's.

714. Whatever disadvantage the scholarships at Oxford lie under, the scholarships at Cambridge lie under the same?—They lie under a greater.

715. That being the case, does it at all strike you the list of honours at Oxford is unsatisfactory compared with the magnificent list at Cambridge?—I think it is to a certain extent an accident that a greater number of boys have been disposed from time to time to go to Cambridge than to Oxford. As a Cambridge man, I may perhaps, understand the Cambridge system of awarding honours better than that of Oxford, and like it better; and some boys may acquire the same feeling. I do not, however, seek to influence them.

716. Notwithstanding those inducements to go to Oxford, your best men go to Cambridge?—They have gone in greater number; I do not say the best men, when we have had such men at Oxford as Scott, Cradock, Riddell, and others; still the greater number have gone to Cambridge.

717. (*Lord Lyttelton.*) Referring to the table on the last page, I should wish to understand the full number of hours' work which those boys do. Is it so that the hours of school work on a Monday in the sixth form are five hours?—This table was one of the most difficult things to compile, because we do not measure our work by time, but by quantity. There is that difficulty. In this table we have been obliged to make a certain amount of compromise with facts to get at an approximate statement. A boy may be in school till 8.45, or if the first lesson be long, up to 9, or only up to 8.30, or even 8.15.

718. Monday appears to be school from 7.45 to 8.45; that is one hour; then from 10 to 12, and from 3 to 5, which make five hours; that is about five hours' school-work that day. In the case of a studious, ambitious boy in the sixth form, how much time besides these five hours will he work?—A hard reading boy will work three hours more; a boy who takes things easier will do less. At different periods of the year they will do more or less.

719. You believe a hard working boy will work eight hours a day?—He may; I have no doubt some boys would.

720. (*Mr. Vaughan.*) If he has something like five hours in school, would not more than three hours be required for getting up those lessons, two Latin and Greek lessons, and composition?—That would depend upon circumstances.

721. I mean with a good working boy of the average proficiency?—It is very difficult to say. I recollect myself at school the lessons gave me little trouble, the exercises a little more; and I used to read privately. I tried to get them over, and went to reading by myself.

722. Eight hours would leave him three hours for the games. It would not encroach too much on the hours for recreation?—Some boys do not join in the games; others join in all of them, perhaps too much.

The witness withdrew.

THE MAYOR of SHREWSBURY, JOHN BATHER, Esq., The REV. EDWARD WARTER, JOHN LOXDALE, Esq., W. BUTLER LLOYD, Esq., T. H. HOPE EDWARDES, Esq., ROBERT BURTON, Esq., The REV. R. L. BURTON, Governors and Trustees of the Free Grammar-School, and J. J. PEELE, Esq., Bailiff and Treasurer, called in.

The Governors, Trustees, and Treasurer of Shrewsbury School.

723. (*Lord Clarendon.*) I do not know whether there is any gentleman we may address ourselves to, as the spokesman of the trustees. We wish particularly to ask for any information the trustees will have the kindness to give us respecting the possibility of improving the accommodation of the school buildings. We went over them yesterday, and I daresay the trustees will not be surprised to hear that we did not

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admire them very much; so far from it, it is impossible not to feel that the stationary state of the school, not to say the retrograde state of the school, so far as the number of boys is concerned, must be in a great degree attributable to the state of the buildings. I think there is no father who comes to look at the school before placing his sons here but would hesitate to send them to a place where they would be so ill accommodated; the accommodation being so utterly unfit for the present usages of society among those classes from which you would desire the boys to come to a school like this. We have no doubt that something must have occurred to the trustees, and they probably have either already done, or are intending to do, something towards improving the accommodation. It is upon that subject we should be glad to have some information?—(*Mr. Warter.*) I need hardly say we cannot express too strongly the feeling we have, as to the state of these buildings.

724. (*Mr. Thompson.*) Perhaps I may ask the trustees whether they are of the same opinion with Lord Clarendon, that the state of the buildings is the operative cause of the decline of the school?—(*Mr. Warter.*) Entirely; I think no two persons can be of a different opinion.

(*The Mayor.*) I think that is the general opinion of the trustees.

(*Mr. Bather.*) I have found, as a general rule, that burgesses who have boys to send to the school do not send them; however attached they may be to the school, from certain reminiscences, there are certain other reminiscences which prevent them sending them; so that there is very rarely an hereditary connexion kept up.

725. (*Lord Clarendon.*) You consider the father's recollection of the discomforts and sufferings of his school days neutralizes his recollection of the educational advantages of the school?—(*Mr. Bather.*) Yes, sufferings arising from the want of accommodation for a boarding establishment; that is my own individual opinion.

726. (*Lord Lyttelton.*) The trustees must have had this in mind very long, and very clear and they must have some distinct views of what should be done?—(*Mr. Peele.*) I may explain that the trustees have made a representation, putting it in very strong language asking the Charity Commissioners to appropriate such a portion of the money in the funds as may enable them to purchase the property, adjacent to that belonging to the school, of the Rev. Mr. Butler, which he has agreed to sell at a very reasonable rate, not being more than seventeen years' purchase on the rental. They have also consulted Mr. Christian, the architect, as to how the property thus acquired can, with the sites of the present head and second master's houses be made most convenient as future residences for the head and second masters, with proper accommodation for a limited number of boarders. The Charity Commissioners have examined into the question through their inspector, Mr. Martin, and are prepared to consider the application favourably. In the meantime the trustees have abstained from pressing for any decisive order pending the present inquiry, and they would be glad to receive the sanction of the Commissioners of Public Schools to the proposed improvements. (*Mr. Peele then pointed out upon the map the present property of the trustees, and also that which was proposed to be purchased.*)

727. (*Lord Clarendon.*) Then what is the exact nature of the proposition, which is now before the Charity Commissioners beyond the purchase of the property?—To know to what extent they think it expedient for the trustees to apply the funded property in purchase and building.

728. That is before the Charity Commissioners?—Yes.

729. (*Lord Devon.*) What is the extent of the funded property?—Between 9,000*l.* and 10,000*l.*

(*Mr. Warter.*) The scheme under the consideration of the trustees at present is only to build a new second master's house. Our funds are so limited we could not take into consideration the Head Master's house as well. We considered the second master's house was in the worse state and required the greater repairs; and it was the intention of the trustees to rebuild the second master's house, and when the second master's house was built, if funds could be procured, to pull down the Head Master's house and rebuild it. The second master's house was considered most urgent. The rebuilding of both houses was considered in Mr. Christian's estimate of 9,000*l.* With the purchase of land we should have to spend 12,000*l.*

730. (*Mr. Vaughan.*) Does that arrangement comprehend the dealing with the building after it is erected, *i.e.*, the mode in which it shall be dealt with so as to be made into a boarding house; I mean as to whether it should be given to the under master as a boarding house rent-free, or whether it should be given at a rent. Have those arrangements been at all considered?—They have not been considered at all.

731. Would not the pecuniary prospects of the arrangement a good deal depend upon that?—We gave instructions to Mr. Christian, the architect, to provide a house in which fifty boys can be accommodated for the Head Master, and a house in which twenty-five or thirty can be accommodated for the second master; and it was with reference to providing accommodation for those numbers that instructions were given.

732. Was it intended that the house should be given gratuitously to the Head Master or the under master?—It was contemplated being given in lieu of the present accommodation.

733. So as not to interfere with the present arrangements?—Not at all; merely replacing the present Head Master's house and second master's house, so that they might be brought into the state they ought to be in.

734. That would consume the whole of the money?—Yes.

(*Mr. Lloyd.*) We thought it would be cheaper to throw both houses into one; to have the Head and second master's houses not upon the ground we have purchased of Mr. Butler, but on the other side, and to have them built in that way, *i. e.*, not divided. Now they have both divided houses.

735. (*Lord Clarendon.*) May I ask whether you have ever considered the subject of borrowing money for the purpose of placing the school in the position it ought to occupy, considering its success and the rank it has attained in education?—(*Mr. Peele.*) I do not think we have gone so far as that. We have been waiting for the judgment of the Charity Commissioners. They sent down Mr. Martin to make inquiries, and we have been waiting for them before forming any very definite idea.

736. (*Lord Lyttelton.*) It does not seem probable that any considerable sum could be raised by borrowing?—(*Mr. Peele.*) Upon what security?

737. That is what I wish to know; you know your resources better than we do. Do you think such security could be provided?—I do not see my way to it. Our funds consist of tithe rentcharges, which of course are not likely to improve; they may fairly be considered at the amount of the commutation rentcharge; and with the charges which, under the last scheme, we are bound to meet, we cannot safely calculate on a surplus of more than 200*l.* or 300*l.* a year. Since the scheme has been sanctioned we have not been enabled, after the payment of the costs, to do more than invest in the funds the sums required to be contributed towards the erection of dwellings for the incumbents of St. Mary's, Clive, and Astley; therefore we could not prudently borrow a larger sum than that surplus would defray the interest of; though we shall save something of the expenses we have been put to in the repair of the old houses.

(*Mr. Warter.*) We have some very poor chapelries, and considering the amount we draw from them in the shape of great tithes, where we have no resident minister, they press upon us.

738. (*Lord Lyttelton.*) Some of those appear to be not over-paid?—(*Mr. Peele.*) It is impossible more could be done than has been done for them.

739. At present it does not appear to you it could be done even with the aid of Parliament. You do not see any further means of borrowing?—I am afraid not, because we have this additional liability; besides the maintenance of the school, we have the maintenance of the chancel of St. Mary's, which has already cost us 400*l.* or 500*l.*, so that since this scheme was last in the Court of Chancery we have not been able to make any further savings than to meet the expense of doing that. Of course we could save nothing towards providing houses.

740. As I understand, you estimate the cost of the improvements at 9,000*l.*?—Yes.

741. Then you must lose the interest of that sum?—Yes.

742. How do you look for that to be replaced?

(*Mr. Warter.*) We propose to make the purchase, and then to see how far we can go in the erection of buildings.

(*Mr. Bather.*) It was suggested we should make an appeal to old Shrewsbury men to contribute towards these expenses, and it was calculated that a large sum might be raised by that means. That 9,000*l.* is part of our capital; after paying our expenses we have a very small surplus; and if we spend that 9,000*l.* we shall lose the interest and consequently part of our income. There is another point upon which certainly I, and I think some of the other trustees, have doubts; viz., how far we should be justified in spending money in building boarding houses in the way proposed. In our plan for rebuilding the masters' houses we have confined our architect to providing fair accommodation for the same number that can be accommodated in the present school buildings. That opens up the whole question of boarders. My own opinion is, that at present the Head Master has a monopoly in the taking of boarders, and that it is very desirable it should be thrown open. In that I am only expressing my own opinion. I think it ought not to rest with the trustees as a body to build boarding houses, which ought to pay their own way. At all events, if we are to build new houses for the masters, we are bound in justice to afford both the same accommodation they have at present, so that the second master shall not be in a worse condition than he is in now. If his hall will hold 25 boys now in a very inefficient way, we ought to build him a house which will hold 25 boys in an efficient way.

743. (*Mr. Vaughan.*) Have you considered whether the Head Master, notwithstanding his monopoly of a boarding house, has a stipend upon the whole greater than he ought to have as Head Master; and if not, how far you will think it consistent to fritter it away?—(*Mr. Bather.*) I do not consider it would be frittering it away, because if boarding houses were established he would have more boys in the school. I should like to separate the commercial part of the subject of boarders from the Head Master.

744. (*Lord Lyttelton.*) You consider it would be necessary, in case the Head Master were deprived of any profits by the loss of what you would consider his monopoly, that these should be made up to him by some other arrangement, so that he should not lose a part of his income?—(*Mr. Bather.*) I think it would be made up to him by the fees that would come in. For instance, if the fees were to come in for 50 boys he would get 50 times 15 guineas. It would make a competition in the way in which the boys were treated. It is now in the hands of one person; it is a monopoly. If other boarding houses were established there would be a competition in boarding houses; each would try to get as many boys as he could. The Head Master would be a competitor with the others, and have a boarding house.

745. (*Mr. Vaughan.*) And find an element of compensation in the increased number of the scholars who would pay the capitation fee?—(*Mr. Bather.*) Yes.

746. (*Mr. Thompson.*) Are there any houses in the neighbourhood that would be available with a little alteration?

(*Mr. Warter.*) Yes, there are houses in the neighbourhood; not, I think, any large houses.

(*Mr. Bather.*) When I was at Shrewsbury school there were 301 boys, and then Dr. Iliff had a house immediately above the entrance gates, which had been a brewery. He furnished it, lived in it, and took boarders, after Dr. Butler had built his house. The second master had twenty-five boys. The assistant master also took boarders. They had three boarding houses, forming the opposite side to these buildings. Dr. Butler bought the property, and built that house himself.

747. (*Lord Lyttelton.*) That was when the number was 301?—(*Mr. Bather.*) Yes.

748. What is the highest number the school has reached of late?—About 140.

(*Mr. Warter.*) In those days there was no competition, because Dr. Iliff did not have the boys from the Head Master's hall. I should wish that the Head Master, the second master, and any other master with the consent of the Head Master, should keep a boarding house, but keeping the supply in the hands of the Head Master, except the second master, or one of the masters of the school, so that any independent person should not come to keep a boarding house.

749. If there was any great increase in the number of boys, the Head Master could allow boarding houses to be set up?—(*Mr. Bather.*) The Head Master might think he could keep three boarding houses himself.

750. What is the largest number of boarders who have been here within the last twenty or twenty-five years?—(*Mr. J. Lloyd.*) About 300 boys altogether; 285 boarders, I believe.

751. Then were they accommodated by the Head Master alone?—No, as Mr. Bather has told you, Dr. Butler bought that house which Mr. Bather has alluded to, and put Dr. Iliff in and allowed him to take boarders.

(*Mr. Bather.*) He did not allow Dr. Iliff to take boarders unless his own houses were full.

752. (*Lord Clarendon to Mr. Bather.*) We see exactly what you wish; that anyone should come and take boarders?—(*Mr. Bather.*) With some kind of sanction; a licence from the trustees or the Bishop of Lichfield, and that with that licence he should be encouraged to take boarders. There should be three boarding houses.

753. But he might take away boarders from the Head Master or the under master?—(*Mr. Bather.*) That would be one of the advantages of competition. That is what I should like to see.

(*Mr. Warter.*) I do not think that would be the opinion of the trustees generally. I do not think it would be a courteous proceeding.

754. (*Mr. Vaughan.*) Are you aware whether other public schools are open to that competition?—(*Mr. Bather.*) I have heard that in other public schools it is a matter of competition, *i. e.* the way in which the boys are treated; and they make one house more desirable than another to increase the number. I think the Head Master's position would always give him an advantage over anybody else, if the treatment were the same. I think any person would prefer sending his son to him.

755. (*Lord Devon.*) I suppose now if any stranger chose to rent a house and take boarders, those boys boarding in the house could be sent as day scholars?—(*Mr. Bather.*) I think that is a question. They may be in a way smuggled in under one of those rules, but they can only be admitted under that rule, if it be not inconsistent with the scheme; and as there is a clause which talks of boarders, I think it would be rather inconsistent with the scheme to allow it.

756. I find there are 60 boys day scholars, 22 are sons of burgesses, and 38 are not sons of burgesses, and might come from any part of the world?—They live with their parents; they come in under the

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fourth clause of the scheme, "subject to such other "regulations not inconsistent with this scheme, as "shall from time to time be made by the said gover- "nors and trustees, with the consent and appro- "bation of the said Lord Bishop of Lichfield."

757. (*Lord Clarendon.*) Have complaints reached the trustees with respect to the boarding of the boys; the food?—(*Mr. Bather.*) No, I think not.

(*Mr. Peele.*) As a body, certainly not.

758. (*Lord Clarendon.*) I will read a few lines in Dr. Kennedy's statement, in which he says, "The "present trustees have within the last few years "taken a wise step towards remedying the wants of "the school. They have purchased certain pre- "mises hitherto rented by me, and essential to future "expansion. They may, perhaps, be deterred from "doing more at present by consideration for me, "being aware that it is now too late for me to derive "any personal advantage from new premises." I apprehend it is want of funds quite as much as any other cause?—(*Mr. Bather.*) Quite so.

(*Mr. Warter.*) I am of opinion a very large subscription might be raised. I have talked to a good many old Shrewsbury men, who are still connected with Oxford and Cambridge, in London, and they are all of the same opinion. I do not know Dr. Kennedy's reason. We asked him to come and confer with us at one of our meetings of trustees, and I have consulted him, and he said he thought it never would do. He did not give any reason. He seemed to think it was a means of which we should not avail ourselves. I think we could raise many thousand pounds. I know large sums would be given by many.

759. (*Lord Lyttelton.*) It seems that, so far as what the school professes to do in teaching, it could hardly be improved; but supposing the accommodation were to be greatly improved, the consequence of which would be to raise the fees, would that enable a fund to be raised?—(*Mr. Warter.*) When we have improved the accommodation I think it might. We must first do that.

(*Mr. Bather.*) Do you make a distinction between the fees paid by the boarders and the fees paid by the non-boarders? Because you could raise the fees by the boarders in consequence of the improved accommodation, but if you were to raise the fees paid by the boarders, you must raise those paid by the non-boarders, unless you have two distinct classes of fees.

(*Mr. Warter.*) The charge to the boarders might be raised.

760. (*Lord Lyttelton.*) Then you think if the accommodation of the school were improved, the payments to the masters might to be increased?—(*Mr. Warter.*) Certainly.

761. (*Mr. Vaughan.*) Might not the boarders reply to that, that at this moment they are paying for the education of the non-boarders under the present system of accommodation, inasmuch as some portion of what they pay goes eventually to pay the stipends of the assistant masters?—(*Mr. Warter.*) I do not think they would look at it in that way. Anything that increased the jealousy between the town boys and the boarders would certainly be very injurious.

762. I suppose there is no doubt that the Head Master's salary, as Head Master, teacher, and manager of the discipline, is not paid under the name of salary, but what he is really paid for under the name of board is the administration of the school, and instruction of the scholars?

(*Mr. Warter.*) He could not live on the present stipend.

(*Mr. Bather.*) Not in the present state of the school, but if the numbers were increased, he could.

763. (*Mr. Thompson.*) Have the fees been increased at all since Dr. Kennedy's time?—(*Mr. Bather.*) No.

(*Mr. Peele.*) They have been decreased since Dr. Butler's time. I think Dr. Kennedy has acted very disinterestedly. He has suggested that the fees under the scheme should be lowered.

764. (*Lord Clarendon.*) Perhaps we ought to ask the opinion of the trustees upon a matter respecting which we had the opinion of the Corporation this morning, as I suppose you are aware,—the with that there should be a non-collegiate education of the very first class given, at a rate of expense that is of the most moderate amount. I do not know how far the trustees agree with that request. The request was not made to us, but a statement was made upon which I think it was proposed a recommendation of ours should be founded.

(*Mr. Warter.*) I think when the trustees have done their duty to the present trust, they would be glad to extend the benefits of it.

(*Mr. Bather.*) I should be glad to make an observation upon a class which exists in the school, called the non-collegiate class. As a trustee, I feel individually, that I ought to object to it; indeed, under the present scheme, there is no authority to carry it out, and it cannot regularly be carried out. The scheme states what shall be taught in the school. We do not see that the master has the right to make an exception as to one part of it. He might just as well leave out the Church Catechism or the Liturgy as Greek and Latin composition. It is not optional with the master. There are certain things coming in, as the arts and sciences, which may be taught or not; but those things stated in the first part of the scheme are compulsory on the masters to teach, and they have no right to omit anything. Their duty is to teach Greek and Latin to every boy who comes to the school.

765. (*Lord Clarendon.*) But it may be optional with the boy or his parent whether he is to learn all those things?—(*Mr. Bather.*) The scheme says the boy shall be taught such and such things, which, in my opinion, gives a certain character to the school, which may be destroyed by taking out any of them. Suppose the master, instead of saying "I will not "teach Greek," were to say, "I will not teach the "Church Catechism," or the Liturgy, so that nobody shall be obliged to pray?

766. (*Mr. Vaughan.*) Would you construe the scheme in this way: "Shall teach the boys so and "so, whether they wish to be taught or not"?—(*Mr. Bather.*) Yes, I think so; they might not wish to learn the Church Catechism. The character of the school should be kept up.

767. (*Mr. Thompson.*) Do you think it would bear the construction that the master might be called upon to teach Greek?—I think not; it would destroy the character of the school.

768. (*Lord Lyttelton.*) The whole school might come under that exception?—Yes; they might all be exceptions, and you would have no liberal education at all.

(*The Mayor.*) I think Dr. Kennedy's alteration is a great improvement.

769. (*Lord Lyttelton.*) The question is, whether it is a legal one?

(*Mr. Bather.*) It is in existence now, and it is either legal or not legal.

(*Mr. Warter.*) It is only fair to Dr. Kennedy to state what occurred upon that point. He started the non-collegiate class, and it afterwards struck him, on looking at that clause, that he had not authority, and he applied to the trustees, and a committee was appointed. We had a great deal of discussion on that point; we ourselves did not agree upon the construction of the very clause which has been read; and I think it resulted in our saying we would not give Dr. Kennedy authority for doing what he requested; but we did not take any proceedings to prevent him doing it or continuing what he had done.

(*Mr. Bather.*) I can only say, for myself, I do not sit easy in not taking proceedings to put a stop to it.

770. (*Mr. Thompson.*) Do you conceive that Dr. Kennedy is under an obligation to teach Greek to every boy in the school?—(*Mr. Bather.*) Yes; he is

to go through a certain course. There may, of course, be some lower class not taught Greek; but if they stay in the school they should proceed up to the Greek class. Greek should be an essential part of the course.

771. (*Mr. Vaughan.*) Is it part of your objection that there is the least tendency in the present system to encroach upon the option of the parent to have the whole of that education; is it simply to preserve the character of the school, or do you think there is no other mode of ensuring the whole of that education to those who may wish for it than to object to the existence of anything less than that?—(*Mr. Bather.*) I think it is the thin end of the wedge: to get a school for liberal education converted into a commercial school. I think that is the tendency of it, and I think that would be an extreme disadvantage to the whole school. I think it would be impolitic as well as illegal.

(*Mr. Warter.*) I think the body of trustees would go with Mr. Bather if they thought that was so. If they thought it was the thin end of the wedge, they would be very sorry to see it.

772. (*Lord Clarendon.*) What is the number of the trustees?—(*Mr. Peele.*) Twelve elected, one *ex officio*.

773. (*Mr. Thompson.*) Are you aware there has been introduced, with some measure of success, a non-collegiate element in other public schools?—(*Mr. Bather.*) I do not like it myself. I have looked at this class as a trustee of the school.

774. (*Lord Lyttelton.*) Of course the trustees are bound to act upon this scheme, and it appears, with one exception, the trustees have acted upon it. The exception is this: it is distinctly required "that "the scholars of the school shall be examined yearly "at such times and by such person or persons as the "Lord Bishop of Lichfield shall appoint, and that "the said examiners or examiner shall ascertain the "proficiency of such scholars in learning," and so on. I need not go through it, but it is very specifically provided in what manner the examination shall be conducted; and the next clause is, "that of the can- "didates so classed, the said governors and trustees "shall forthwith, after receiving such report, elect so "many as shall be necessary to fill the exhibitions "then to be filled up." We understand those two sections have been wholly set aside. I wish to know what the view of the trustees is,—whether the trustees consider that that regulation has been substantially complied with?

(*Mr. Bather.*) It has been a neglect of the trustees. The clause directs an examination, and the election is to depend upon that, but it has not been called into activity; I suppose, because there have been no competitors for the exhibitions.

(*Mr. Warter.*) The subject has been discussed among us as trustees. Dr. Kennedy said the onus rested rather upon us to enforce it. I have great doubts about it, and rather agree with Mr. Bather that it is a thing which ought to be carried out.

775. (*Lord Lyttelton.*) But do you adopt Dr. Kennedy's view, that substantially the election does result from the examination; he has rather a peculiar system of marks according to which it practically depends on the school examinations, and each boy knows it?—(*Mr. Warter.*) Yes, I believe that is so.

776. So far as you give any opinion, you adopt that?—Yes, I do not believe that any bad results have followed from it.

777. (*Mr. Vaughan.*) How do you regard the neglect as a precedent?—(*Mr. Bather.*) It is as bad as it can be.

778. Dr. Kennedy has been Head Master for 20 years; when your next Head Master comes, what will be the position of that next master towards trustees who have allowed the Act of Parliament to be suspended for so many years?—(*Mr. Warter.*) Probably the result of what has taken place to-day will be a declaration at the next trustees' meeting at what time the examination shall take place. There is one thing with respect to the facts; *i.e.*, that advertisements have been inserted for candidates, and the result has been, that the boys, measuring their own strength in the school, have agreed among themselves. There has usually been only one candidate.

779. He walks over the course?—Yes, otherwise we should have had our attention drawn to the subject.

780. That does not take place often I believe at other schools?—They have continual examinations and means of measuring their strength, and notwithstanding that, it remains so far undetermined that they run the risk of an examination.

781. (*Lord Clarendon.*) Have you any list, or are you able to tell us how many sons of burgesses born in the town have been educated here, and have you any means of distinguishing those boys?—(*Mr. Warter.*) I think I might get it done; I know the boys who have been educated by Dr. Kennedy, and I have no doubt I can have them classified.

782. Can you tell us whether the burgesses attach much importance to those preferential claims they have to the exhibitions?—Very great importance.

(*Mr. Peele.*) It was with great jealousy they at all admitted even its being intended, in default of the preferential candidates, for the school generally. So jealous were they of that, that acting in the two capacities, for the trustees on the one hand, and the Corporation on the other, it was not very easy for me to reconcile both.

783. (*Lord Devon to Mr. Peele.*) I observe a very large increase of arrears; the arrears at Christmas 1860 very much exceed the arrears in any other year, nearly double; can you account for that?—(*Mr. Peele.*) There was no loss to the fund; it was from one or two of the principal tithepayers not having paid exactly within time. I believe there has not been a single loss.

(*Mr. Warter.*) I can say I recollect it was some large tithepayer who was in arrear.

784. (*Mr. Vaughan.*) Under the part of the scheme which directs what the scholars are to be taught, have the trustees considered the propriety of teaching the physical sciences at all, as part of the education provided?—(*Mr. Warter.*) No. I do not think it has ever been before the trustees. The trustees have never considered the point.

785. Does it occur to you, it is a point which the trustees would entertain?—Subject to the question of funds. I believe that would be the answer. I should think the majority of the trustees would be in favour of it.

(*Mr. Bather.*) My opinion is it would be desirable if it did not encroach upon the ordinary course of education in the school. I should be sorry to see the boys taught anything than that course, as a rule.

The Trustees withdrew.

JOSHUA JOHN PEELE, Esq., examined. *J. J. Peele, Esq*

786. (*Lord Clarendon.*) I believe you are bailiff and treasurer of the school?—I am.

787. In the first part of your answer you alluded to the property of the school, which you say, consists of the school buildings, master's houses, and tithes, a freehold house at Grinshill, two chief rents, and money invested in the public funds; where has that money been derived from?—It arises from savings from time to time, *i.e.*, surplus income. There have been savings from time to time, from which additional exhibitions have been founded, and an additional provision for clerical duties.

788. And that amounts to how much?—To 9,000*l.*

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789. Is there usually a surplus every year?—With the exception of one year, when we had to pay the expenses of this new scheme, which was contested by several persons, which cost us 1,000*l.* In that contest the Corporation took a part, St. John's College took a part, and the Head Master took a part; they were all represented by separate counsel, and we had to appeal from the Vice-Chancellor, who thought there was not jurisdiction to hear the case on petition at all. The consequence was, that in that year we had no surplus at all. In other years we had a small surplus. I may say, upon an average, it would be from 200*l.* to 300*l.*

790. What was the subject of the contest?—The provisions of the new scheme.

791. Who were the promoters of the scheme?—The trustees. The object was this; they wanted to increase the stipends of the clergy, and to make alterations with respect to the exhibitions, both as to period and amount, and to provide residences for the incumbents of the school livings.

792. For what powers did you apply to attain that object?—We applied to the Court of Chancery to frame a new scheme.

793. (*Mr. Vaughan.*) Did you consider that Sir Samuel Romilly's Act gave you power to put aside the provisions of any Act of Parliament which existed?—The present Master of the Rolls, who was Solicitor-General at that time, advised the course which was adopted. The Vice-Chancellor (Sir L. Shadwell) decided there was no jurisdiction, upon which an appeal was made to the Lord Chancellor (Lord Cottenham), who overruled that decision, and the prayer of the petition was granted, and a reference made to the Master, a new scheme framed, and approved by the Court.

794. Was it part of the scheme originally absolutely to overrule the Act of Parliament, or were its objects irrespective of the Act of Parliament, and distinct from the Act of Parliament?—The trustees were the relators, and their object was to get a scheme framed for the management of the school, and we asked for leave to propose a scheme, the object of which was to extend, and in some respects to vary, the provisions of the Statute.

795. What was the ground upon which the Vice-Chancellor considered he had no jurisdiction to frame a scheme?—I think he fancied we were not within the scope of Sir Samuel Romilly's Act, there being a special Act for the purpose.

796. Are you aware whether the scheme was meant to be in any particular contradictory of the Act of Parliament, or contrary to it?—The object was to extend the provisions of the Act, and to deal with the surplus fund.

797. Do you happen to know now whether it is in some respects contrary to the Act?—I believe it is, as to the application of the surplus fund.

798. (*Lord Lyttelton.*) Without knowing anything of it beforehand, would you not take it for granted, that a scheme could not be contrary to an Act of Parliament?—The Court of Chancery decided there was power to make the alterations effected by this scheme.

799. (*Mr. Vaughan.*) Do you think this scheme could have been framed without a consciousness that there were contradictory provisions?—The scheme provides for the additions to the incomes of the clergy, and the founding of more exhibitions was not deemed necessary or expedient, and so far the scheme is at variance with the provisions in the Statute.

800. If the scheme does in any particular conflict with the Act of Parliament, that contradiction was not produced intentionally?—I am not aware of there being any intention to contravene the Act of Parliament in any way.

801. Was there any objection made at the time the scheme was under consideration, to any provisions because they were contradictory of the Act of Parliament?—Many of the provisions were objected to, but whether on the ground of being contradictory to the Act of Parliament, or as being impolitic provisions, I could not now charge my memory. In each case the parties were represented by counsel, and therefore it did not fall so much within my province to discuss them.

802. Was the application made to the Court of Chancery under the idea that the Court would have the power to set aside any Act of Parliament on the subject?—On the part of the trustees there was no intention of applying to the Court of Chancery to over-ride the Act of Parliament.

803. There is a provision in the Act of Parliament (p. 14), "that when any vacancy of an exhibi-
" tion shall happen, or in case the person offering
" himself as a candidate shall, in the judgment of the
" trustees, be unfit and ineligible to have or enjoy the
" exhibition, then the money which would have been
" applied to the use of the exhibitioner shall be ap-
" propriated towards increasing the fund for found-
" ing a new exhibition, and also towards increasing
" the stipends or salaries of the clergy;" but in the scheme it is said, "for default of such candidates so
" born, and deemed eligible as aforesaid, then the said
" governors and trustees shall elect so many of such
" candidates as shall be necessary as aforesaid with-
" out reference to the place of their birth, but accord-
" ing to the order in which they shall have been
" classed by the said examiners or examiner as afore-
" said." Are not those two provisions contradictory, *i.e.*, does not one provide that the money which would otherwise have gone to the exhibitioner had he been a competent candidate, shall go to form new exhibitions, and the other that it shall be transferred to the benefit of other persons in spite of that?—That was the result of much argument, in which St. John's College took a very active part. The trustees considered there were already sufficient exhibitions, and that founding more would not be for the benefit of the school, there not being scholars to compete for the present exhibitions when vacant.

804. I think we heard from Dr. Kennedy that in the meantime other exhibitions had been founded?—The trustees founded two exhibitions between the passing of the Act of Parliament and obtaining the scheme.

805. Are those mentioned in the list of exhibitions?—Yes, and they are just on the same footing under the scheme as the ancient exhibitions as to amount and period of holding. There were four exhibitions founded before the Act passed.

806. In fact, two out of the six exhibitions on which boys are now sent to St. John's College are exhibitions which were founded in pursuance of that clause of the Act of Parliament?—Two have been founded since the passing of the Act of 1798; four exhibitions were founded before the passing of the Act of 1798, two since. The original four were founded of 70*l.* each for seven years. One of the new ones was called the Butler Exhibition in honour of Dr. Butler, of 100*l.* for four years. The scheme puts them all on the same footing of 50*l.* a year for four years.

807. At either University?—No; St. John's College retained their right to have the first four exhibitions continued at their college; the other two are open under the Act to either University.

808. There has been no money, in fact, paid to an examiner?—No; there has not.

809. (*Lord Lyttelton.*) There has been none available for the purpose, has there?—I can hardly say that. We have had a surplus, and out of that I think we could have paid an examiner if one had been appointed.

810. But there has been no such person?—No.

811. (*Mr. Vaughan.*) Has any of the money provided books and instruments for the school?—No; we have paid Dr. Kennedy a certain annual sum for prizes, but we have not paid specifically for books.

812. Nor for a playground?—A playground has been provided at Dr. Kennedy's expense; there has

been no playground provided under that clause of the scheme.

813. You mean none paid for by the trustees?—Yes.

814. (*Lord Devon.*) Does it appear what the surplus has been for the last five years?—I will furnish an account of the income and expenditure. My impression is, that the surplus has been from 200*l.* to 300*l.*, except when we have had unavoidable expenses; for instance, the chancel window of St. Mary's has cost us nearly 500*l.* in one year; and I am afraid there will be a further expense for the stonework of the chancel.

815. Have you anything to do with the repairs of that church?—Only the chancel; we are the owners of a great portion of the great tithes of the parish, about five-sixths, and pay in that proportion to the repairs of the chancel.

816. (*Mr. Vaughan.*) Has that provision of the scheme about opening exhibitions in the University been acted upon?—No.

817. (*Lord Clarendon.*) With respect to the property, after giving the annual value, you say, "The "increase has arisen from the successful close of "questions as to tithe, which were in litigation, and "from increased amounts obtained on the commu- "tation, and from the tithe rentcharges being now "received from the occupiers, instead of the tithes "being let by auction or under leases." Can you rely upon the present receipts as a permanent income?—Yes, I think we may; because the tithes are merged in a charge under the Tithe Commutation Act, therefore, of course it is fixed, subject to the fluctuations and the averages of the seven years.

818. Otherwise you do not expect either increase or diminution?—I think the commuted rentcharges may be taken as the probable average amount. This year it is about eight per cent. more than the commutation, but looking back since the passing of the Act, there has been no great variation. The commutation greatly benefited the trust in preventing litigation; the tithes of one district had been in litigation 150 years.

819. Can you give us any historical account of the right enjoyed by the burgesses to gratuitous instruction at the school and preference claims to the exhibitions?—So far as my impression goes, it is this: with regard to the exclusive and free education of the burgesses, I do not find that either in the original grant of Edward the Sixth or of Elizabeth there is any recognition of a gratuitous education to the burgesses' sons. In the ordinances made by Ashton, the chief schoolmaster (who was authorized to make ordinances under the grant of Queen Elizabeth), he does not speak of the "free" education of burgesses' sons, but he puts them at half the admission fee which others are to pay, viz., fourpence.

820. Perhaps you will read that part of the ordinance?—It is as follows:—"Item, every scholar "shall pay for his admission, viz.:—

"A lord's son - - -	ten shillings.
"A knight's son - - -	six shillings and eightpence.
"A son and heir apparent to a gentleman - -	three shillings and fourpence.
"And for every other of their sons - - - - -	two shillings and sixpence.
"And any under those degrees above-said, and born without the county of Salop - - - -	twopence.
"And any under those degrees above-said and born in the county of Salop - - - - -	twelvepence.
"Every burgess's son inhabiting within the town, or the liberties thereof, or of the Abbey Foregate, if he be of ability - -	fourpence.
"The son of every other person there inhabiting -	eightpence."

821. That is the earliest record you have?—I do not know of any earlier. I find that the preferential rights to the exhibitions are recognized in the ancient documents; but I find nothing of the free education of the burgesses' sons until the Act of Parliament.

822. (*Lord Lyttelton.*) Dr. Kennedy, in his printed answer (2. part II.) says: "By reference to the in- "dentures then made, and the schedules of ordinances "attached, it will be seen that the constitution then "framed for the school was in the nature of a com- "promise, having the advantages and disadvantages "of arrangements so made. On the one hand, the "bailiffs and burgesses, having the vantage ground "of King Edward's charter, but also tempted by the "rich offer of Chirbury, consented to surrender their "right of electing the masters to St. John's College, "Cambridge, of which Ashton was a member; but "they stipulated with success for the condition "that the college should be bound to elect burgesses "of the town. Again they consented to accept Mr. "Ashton's ordinances for the regulation of the school, "and to place the chief government in the joint trust "of the bailiffs and Head Master; but they obtained "(what still exists) a first claim for burgesses to all "benefices and founders' exhibitions"?—(*Mr. Peele.*) The Corporation of the borough, who were all burgesses, gave up the trusteeship. Burgesses alone could be members of the old corporation; and when they gave up the trusteeship to parties who might not be burgesses, they no doubt stipulated for a free education for all burgesses' sons; it was doubtless part of a compromise.

823. That the Head Master should be elected from the burgesses of Shrewsbury; that they gave up?—Yes.

824. And transferred the government of the school to the governors and trustees?—I rather think when they gave up the right of being trustees and having the sole management of the school, they acquired the right of gratuitous education for their sons. I do not think until the Act of Parliament of 1798 there is any document exactly to show that the burgesses were to pay nothing.

825. However, they have got it now?—Yes.

826. They originally elected the Head Master?—Yes.

827. "They obtained (what still exists) a first "claim for burgesses to all benefices and founders' "exhibitions." What is that?—They have now, under the Act of Parliament, a *cæteris paribus* claim to the incumbencies of four livings.

828. Do they still have them?—Yes. The election was endeavoured to be opened in some degree on the ground that the term "*cæteris paribus*," involved the question of the parties proposed being in all things equal; but Vice-Chancellor Wood held, that if the burgess's son is fit and proper, though other candidates may, in the opinion of the trustees, have superior qualifications, he is entitled under the term *cæteris paribus* to the preference.

829. Was that at the time of the scheme?—No; it was a judgment with reference to St. Mary's living in the year 1853.

830. (*Lord Clarendon.*) There is a small trust fund, of which we understand the principal has disappeared, and the interest continues to be paid; I think it was said to have been through some defalcation; and the widow of the testator pays the interest, but there is no security for the continuance of that payment after her death. Do you know anything of that?—That is, I apprehend, Mr. Noneley's exhibition. I knew the testator, who was an eccentric person, and he left his property to his widow, with a direction that she should pay so much a year as an exhibition, without putting the principal, as I have heard, into the hands of trustees.

831. Then it was never a complete endowment?—The trustees have no proof that it ever was.

832. The thing which strikes us as being the most pressing here, (to which your attention has probably been very much called,) i the means which may

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exist of providing for the enlargement and improvement of the school. Does any way occur to you in which that can be effected. Perhaps I may as well mention one of the plans which has been suggested to us: "The governors and trustees have 6,000*l.* in hand, "besides 3,000*l.* appropriated to the purchase of houses "and land from the Rev. T. Butler, as per agreement; "let a further sum of 25,000*l.* be borrowed in debentures of 500*l.* each, thus constituting a capital of "31,000*l.*; let interest on debentures to the extent of "three per cent. per annum be guaranteed by school "revenues"?—I do not see how so large a sum could be borrowed. The trustees ought not to borrow any greater sum than they can safely provide the interest of, and the funds of the trust, unless aided by contributors or from other sources, are not sufficient to justify the borrowing of any large sum; and I am not aware of parties who would lend to such an extent on such security as is suggested.

833. There are one or two plans before us: this is the most practical; but we do not see in what manner that money could be raised or what security could be given for it. The school revenues are far too uncertain to offer any available security?—The school funds are not sufficient, as the accounts will show, to justify a considerable borrowing.

834. (*Lord Lyttelton.*) It depends upon a certain rise in the school revenues in consequence of the increased accommodation afforded; but that would hardly, in the eyes of a mere man of business, be of any value at all, because it is entirely speculative and prospective?—You would not borrow money without charging the tithes as any gentleman would charge his estate, and I think that would be taking too large a sum out of the fixed payments to justify a large expenditure, unless, as has been the case in other places, aid can be obtained from other quarters and independent of a charge upon the school revenues.

835. A considerable increase in the number of pupils, and a consequent increase in the fund, would pay the interest?—Yes; but as such increased revenue would depend on the reputation of the Head Master and on so many contingencies, no prudent man would lend a large sum upon such security. So far as the means of the trustees are concerned, I do not see how more could be done than appropriate either the whole of those consols, or such portion as may be considered advisable after communication with the Charity Commissioners, and with the concurrence and advice of your Lordships. A reasonable portion of the further sum required might, it is hoped, be met by money raised by an appeal to old Shrewsbury men. Unless we are to do that, I do not see my way to the means of so large an expenditure as the question suggests. Certainly, so far as the property to be purchased from Mr. Butler is concerned, it is very desirable to complete that immediately, under any circumstances.

836. (*Lord Clarendon.*) That has been done, has it not?—We have not yet completed it, not having the sanction of the Charity Commissioners.

837. (*Lord Lyttelton.*) The money contributions from old Shrewsbury men would be to meet the possible deficiency in revenue?—It would be to assist in raising a sufficient sum to erect proper and efficient dwellings for the masters and boarders.

838. (*Lord Clarendon.*) Do you not think it would be more attractive to the old Shrewsbury men (many of whom may not be men of much capital), if it were proposed to them to make their contributions either donations or advances of money on debentures, so that they might have some chance of getting it back?—I do not see that we have a right to grant debentures, unless we see our way to payment of interest and repayment of principal; we should be binding ourselves to pay an interest which we have not the means of doing, if 20,000*l.* or 30,000*l.* were borrowed.

839. Would you consider it prudent for the governors and trustees to apply the 6,000*l.* they have to these improvements?—I should think that might be done.

840. (*Lord Lyttelton.*) And the deficiency should be met by donations?—Yes; I see no other mode of safely raising such further sum as may be required.

841. (*Lord Clarendon.*) Would it attract donations to say, "We want 20,000*l.*, and have only "9,000*l.*"?—I hope 20,000*l.* might not be required; but whatever is absolutely necessary, I do not see how it can be properly or prudently stated that we have more than the 9,000*l.* applicable for that purpose If new houses were erected, we, no doubt, should save annually from the amount we now expend in repairs, for which we have nothing to show, and which is a very unsatisfactory item of expenditure.

842. Are you bound to give houses to the masters rent free?—Yes, we are obliged under the Act to provide the masters' with houses.

843. (*Mr. Vaughan.*) Are you obliged to find them boarding houses?—There was no absolute recognition of boarders and boarding houses until the scheme. It is certainly for the benefit of the town and the Foundation that the masters should have a recognized right to take boarders.

The witness withdrew.

Mr. E. Calvert.

Mr. EDWARD CALVERT examined.

844. (*Lord Clarendon.*) You are an assistant master at Shrewsbury?—I am.

845. How long have you been so?—I came first as assistant in August 1852. I had been here previously in February, but only as a kind of private secretary to Dr. Kennedy. In August 1852, I came and took the fifth form regularly; then, in February 1859, I left for a year and a half, and did not come back again until August 1860.

846. You took a school in the colonies?—Yes. I have been here now since August 1860.

847. We understand you have lately taken the superintendence of the non-collegiate class?—Yes, I have.

848. Will you have the goodness to tell us what that non-collegiate class consists of, and what is the system of instruction?—The non-collegiate class was formed about four years since to meet a kind of demand, which appeared pressing at that time, for a more commercial style of education, I imagine.

849. From the people of the town?—I think the pressure came from the people of the town originally; but as that was not at all, in our opinion, the object of the school, we thought it might be met by establishing a class which should prepare the pupil for such employment as did not require a classical, *i.e.*, a scholar-like classical education. Accordingly certain boys, whose parents declared they wished them not to go to college, were allowed to give up Greek, *i. e.*, not to learn Greek at all; and in lieu of that, to give more time to mathematics, modern languages, and English composition.

850. How many boys did this apply to?—The number has varied within very narrow limits; I should think from 18 to 24 would cover all.

851. (*Lord Lyttelton.*) They give up something else besides Greek, do they not?—Latin composition except of the very elementary kind; all classical composition.

852. (*Lord Clarendon.*) How is a boy put into this non-collegiate class?—By the desire of his parent.

853. He is excluded in fact from the sixth form?—He is excluded from the sixth form. One case has occurred of late; that of a boy who is a good Latin scholar, whose father, a solicitor in the town, intended him for his own profession. His progress in Latin was so good that by that alone, without any Greek,

from his general good conduct and the amount of work he did, he got to the top of the fifth form. I saw his father and said, "This must not go on; you "must let him learn Greek."

854. (*Mr. Vaughan.*) How long ago is it that he began to learn Greek?—October 1861. He never saw a Greek book before October with a view to learning it.

855. (*Lord Clarendon.*) He was about how old then?—Sixteen.

856. What has he learned since?—Since then his father has entered him as a private pupil with me, (that is a matter of arrangement between the father and myself, so far as the payment goes,) and the boy has learnt Greek since last October, so thoroughly that with a little preparation he can construe Homer's Odyssey very fairly now.

857. (*Mr. Vaughan.*) If you were to put any chance passage, not very difficult, of the Odyssey before him, say thirty lines, with grammar and dictionary, how long would he be in bringing it up to you?—He would be full an hour.

858. Not more?—Not more; generally he brings his work to me in less. He would have a full knowledge of it in an hour.

859. And would he parse it tolerably well?—He would parse it tolerably well. His great difficulty is with the inflections. He understands Latin so well that he understands the principles of Greek construction so far as they are in common with Latin. His success is not due to quickness; it is his extreme perseverance which has brought him to it.

860. (*A Commissioner.*) Is he competent to join the sixth form in Greek?—Not at present; the amount of work required in the form would beat him.

861. It is his intention to go into the sixth form?—It is his intention to remain at the school two years more, so that he must go to the sixth form sooner or later. He is now at the head of the fifth form, and very deservedly at the head.

862. (*Mr. Vaughan.*) So far as you have been able to learn, has that non-collegiate class given satisfaction to the parents?—I am unable to answer that question. I could only give my own opinion, which I would rather not do. I confess I do not like the class myself.

863. In what respect do you not like it?—I think it tends to encourage indolence to a certain extent.

864. What effect do you think it has had on their advance in those studies, for the sake of which they abandoned Greek?—The results have not been nearly enough for me to form a judgment. We have not been able to trace the course of those who have left us in sufficient numbers to obtain any statistical return.

865. What is the impression left on your mind as to the comparative advance of boys in those subjects, when compared with those who have the burden of the whole school work upon them?—My opinion is they may make an equal advance in those subjects with a slight amount of private tuition, with the whole work upon them.

866. Without the sacrifice of anything?—Yes.

867. In those subjects like Latin, what has been the effect of leaving off Latin composition upon learning to translate Latin into English; have you been able to watch that at all?—No, it has not made any impression upon me. It depends so much on the class of boy who is put into the form. If he is an intelligent boy it makes very little difference to him whether he leaves off composition or not. Again if he were to learn Greek without coompsition he would get his lessons in construing from other boys, probably; not taking much pains himself.

868. Are boys willing to give each other construes?—Perfectly.

869. Notwithstanding their places in the school may depend upon it?—For the daily lessons, I should never dream of a boy offering any objection to give a construe; it was so when I was at school myself.

870. Was there the same system of marks and merit money at that time?—Yes; I think the emulation of boys will not quench their philanthropy, so to speak.

871. (*Lord Clarendon.*) You say it has not quite met the views of those parents who desire a more commercial education for their sons?—I cannot speak of the parents; I have never asked anyone's opinions; I have no information whatever to offer as to the views of the parents.

872. One of the objects of establishing that non-collegiate class was modern languages?—Yes.

873. Can you say whether those boys who are in the non-collegiate class have made any more progress in modern languages than if they had remained in the regular school?—I would prefer that Mr. Bentley should answer that question; he can answer it certainly more satisfactorily than I can. My answer, I am afraid, would not be so favourable, altogether, as Mr. Bentley's. Still he has much better opportunity of judging; he examines the school in modern languages, and those non-collegiate boys are a distinct class by themselves.

874. Modern history is one of the subjects?—Yes; I have that in my own hands now.

875. What do you consider to be the result in that. Do you think they make more progress there in modern history than they would in the regular school?—Yes, they do, certainly.

876. We have seen in the answers of Dr. Kennedy some allusions made to private tuition; but private tuition at Shrewsbury does not quite correspond with our notions of what tuition is in other places?—No; that is the case.

877. It rather seems to be to look after the boys who cannot take care of themselves, and who want competent assistance, and that a private tutor is never given, or never takes pupils among those who are really willing and able to help themselves; is that the case?—The tuition here is certainly the complement as it were of the school teaching, for the private pupils I have taken were boys who wished to get on faster than the form work was taking them on generally. In a few instances I have taken boys to bring them up to the standard of the work to be done upon going into a higher form.

878. The charge for private tuition is made by arrangement with the parents?—Yes; I answered that partly in the return I made.

879. (*Lord Lyttelton.*) The charge is 16 guineas a year?—Yes; four guineas a quarter, I believe, is the charge. If two pupils come together, I give them an hour and a half, and charge three guineas a quarter for each.

880. (*Lord Clarendon.*) It is analogous to the school work, though not the actual lessons of the school?—Yes.

881. You would not read the actual speech of Demosthenes which was read in the school?—No; that is forbidden.

882. You select?—I select at my discretion.

883. (*Mr. Vaughan.*) Are you the only private tutor?—No; any master has the same privilege.

884. Can you state the number of boys in the school who are receiving that sort of private tuition now?—I have five myself at the present time; three single ones, and two that are joint; but one of these is an exceptional case, I take him without making any charge at all.

885. That is one of the cases Dr. Kennedy mentioned, I believe?—He may have mentioned it. I have four others at the present time; and that I should say is about the average.

886. What is the average among all the boys of the school who are taking private lessons in classics?—Those are all who are taking private lessons in classics now, unless Mr. Bentley is giving some very elementary lessons to boys in the lower part of the school.

887. Then it is an exception to the system?—It is an exception to the system, certainly.

888. (*Lord Clarendon.*) The boys you have as private pupils would manifestly have an advantage

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over other boys in the school?—To a certain extent.

889. They are boys who think it worth while to pay for it?—Yes; one of the boys I have now wished to go up for a scholarship at Oxford. He worked very hard, and got the scholarship, and now he is with me preparing for residence at Oxford. He is doing composition and translation. It is precisely on the principle of a private tutor at Cambridge.

890. Like a private tutor at Cambridge, not like a private tutor at Eton?—No.

891. (*Mr. Vaughan.*) Do I understand there has been recently appointed a private tutor of a different description?—The appointment has been made, and I hold the appointment; but until next half year the system will not be arranged. It is not in operation at present.

892. It has been made within the last three months?—It has been made within the last six weeks.

893. (*Lord Devon.*) "A master is now appointed "to superintend the private tuition of all boys below "the sixth form"?—That office I have accepted, but it does not come into operation until next half year.

894. (*Mr. Vaughan.*) What was the want which existed in the school, which Dr. Kennedy conceived he met by making that new appointment?—I may divide my duties into two branches, pulling up the backward, and pushing on the forward boys. That will be a complicated thing to carry out; every form will have to be separated in the working of it. I have had a good deal of thought about how it is to be done.

895. Would not that interfere with the system of tuition already established?—Dr. Kennedy, in making me the offer, said it need not, but I undertook to throw up private pupils altogether; I hope to make it supersede private tuition altogether.

896. (*Lord Lyttelton.*) The non-collegiate system, though a little complicated in its arrangement, is found to work without difficulty?—It works without difficulty.

897. There is an interchange of boys from one to the other?—Yes; but at the present time, as I am relieved from the other form work, the difficulty is much lessened, for they get the whole of my attention.

898. (*Lord Clarendon.*) Have you any suggestion you wish to make to us upon any particular point?—I think I would rather consider it; if I have any suggestion to offer, I will make it in writing.

The witness withdrew.

Rev. G. W. Fisher.

Rev. G. W. FISHER examined.

899. (*Lord Clarendon.*) I believe you are an assistant master at Shrewsbury?—Yes.

900. Mathematical master?—Yes.

901. How long have you been so?—Two years.

902. Were you mathematical master from the first?—Yes.

903. How many boys have you in your class?—I have the whole of the boys in mathematics.

904. The whole of them?—Yes, the whole school, so far as mathematics are concerned.

905. Mathematics are now part of the regular studies?—Yes.

906. And therefore compulsory?—Yes.

907. Compulsory on the whole of the school?—Yes, the whole school.

908. And the whole school is under you?—Yes.

909. In what manner do you divide the school?—It is divided according to the classical division.

910. How many do you take at a time?—Each form, or nearly each form, is divided into two divisions; and generally I have a division separately, but sometimes I have the whole of a form at once. For instance, I have the sixth form for a two-hours' lesson once in the week, and I have the præpostors of the sixth form by themselves, generally for one hour.

911. You have all the boys of the lower school in?—The boys of the lower school I have together always.

912. How many are they?—About 34, I think.

913. And these are for arithmetic, I think?—Yes; for arithmetic.

914. You have some assistance, have you not?—None at all.

915. How far do you go in mathematics?—That depends on the boys. About the best boy we have got now is pretty far advanced in differential calculus, having of course previously read the more elementary subjects.

916. He is a præpostor, I suppose?—Yes, he is the third boy in the school, I think.

917. (*Lord Lyttelton.*) Is there any fixed amount of time given in the week by præpostors?—Four hours a week.

918. Take part of the lower school, do those boys do four hours?—All the boys do four hours, except lower sixth; they have only three hours.

919. The lower school who do arithmetic rather than mathematics, do they do the same amount of work, four hours?—Yes, exactly the same.

920. How do you find them prepared on coming to the school; they come generally at about the age of ten or eleven, I presume, seldom younger?—Seldom younger.

921. Do you find them mostly well prepared in arithmetic?—Most of the younger boys can scarcely be said to have been prepared at all before coming. but a great many boys come at a more advanced age, and they are better prepared, of course; much better.

922. You do not find the other teaching of the school conflict with the mathematical teaching?—No. The chief drawback arises from the chief lessons coming in the afternoon, so that the half-holiday occasionally interferes.

923. Did you allow for that in the four hours a week?—I am speaking only of the extra half-holidays.

924. (*Lord Clarendon.*) The same proportion of marks are given for mathematics as for classics in the examination?—About one-sixth of the total marks.

925. As 600 to 3,000?—Yes.

926. I see the proportions are, Greek and Latin authors 600 marks for four papers; mathematics, including arithmetic, 600 marks for three papers?—I have never given 600 marks for three papers.

927. That is in mathematics?—There are always more than 3 papers. Whatever number of papers there are, only 600 marks are given. The papers, of course, vary with the amount of reading the boys have had in the form. If in the form no boys have read differential calculus, the subject would not be included.

928. It is rather an unusual boys' performance to get to differential calculus?—Yes, it is; there have been about seven boys who have read more or less of it since I have been here.

929. A boy of average ability will go as far as mechanics, dynamics, trigonometry, and a fair amount of algebra?—Boys of average ability seldom get beyond trigonometry.

930. Going further with a boy, I take it, would be to enable him to enter at the University?—Yes.

931. Have you examinations in mathematics as well as classics?—Yes, it takes place about the same time; the boys are classified.

932. Have you prizes of pretty nearly the same sort, which are given for classics?—Yes.

933. (*Mr. Vaughan.*) Is it generally the case that the best classical scholars are also amongst the best mathematicians in the school?—No, certainly not.

934. Not the very highest mathematical scholars, but short of that are there in the general run of good

mathematicians some of the best classical scholars?—They are not the best, but they are generally average classical scholars.

935. (*Lord Lyttelton.*) Studious boys in mathematics will be studious boys in classics?—Yes.

936. (*Mr. Vaughan.*) Has that studious disposition the effect of bringing any up amongst the highest of both?—It has in some cases, I think, though not generally; but at any rate it has the effect of bringing them up to a fair average in mathematics.

The witness withdrew.

Mr. T. A. BENTLEY examined.

Mr. T. A. Bentley.

937. (*Lord Clarendon.*) I believe you are an assistant master at Shrewsbury?—I am.

938. How long have you been here?—Upwards of twenty years.

939. You take the modern language department?—Yes, I do.

940. Have you taken that department from the first?—Yes.

941. Do you teach French?—French and German.

942. You teach German as well as the Head Master?—The Head Master does not teach German.

943. German is not at all compulsory?—No, it is not.

944. You were at a French school, were you not?—Yes; I was at a French school in Paris, when I was a boy.

945. Where did you learn German?—In Germany. I was two years in Paris, and three years in Germany.

946. I believe you have very much under your charge, at least so far as the modern language department goes, the non-collegiate class?—Yes; the additional instruction they receive in French is given by me.

947. Do you give them more instruction than you do the other classes in the school?—Yes, they have one additional lesson.

948. Amounting to how much in the course of the week?—They have just one additional lesson to what they would do in their several forms. They come to me together as a separate form, and work in the same manner then as the regular school forms.

949. One of the objects of establishing that non-collegiate class, in consequence of which they drop both Greek and Latin composition, is that they may devote themselves more to modern languages?—Yes. During certain Greek lessons the non-collegiates of the fifth form join the French lesson of the fourth form. The extra lesson which they receive separately I have already explained.

950. Should you say the non-collegiates make more progress in modern languages than the other boys?—No, certainly not; they are originally the most illiterate of all.

951. (*Lord Lyttelton.*) For how many hours a day does a non-collegiate boy come to you?—A non-collegiate boy with me has about four hours a week.

952. And a collegiate boy less?—One hour, if the form is divided; two hours, if the whole form come together.

953. In some cases a boy who is collegiate gets one hour?—Yes.

954. (*Mr. Vaughan.*) Is it possible that with three hours a week more than the collegiate boys the non-collegiate class does not make more progress?—At the original formation of the non-collegiate class and subsequently it has been joined by a class of boys who imagined that by doing so they would escape a portion of their regular form work. This being the case with *the majority*, the progress of the form has not been in proportion to the time devoted to it, nor can I for one expect that it should be.

955. Do their parents countenance it?—Yes.

956. (*Lord Clarendon.*) Is it generally at the requirement of the parent?—Yes.

957. Then as to the general school, you say you do not give them above either one or two hours a week?—One or two hours.

958. But in a great number of cases I understand two hours?—The lower school has two hours at separate times, and the fourth form two consecutiv hours.

959. And the sixth form who are præpostors?—They generally get one hour; they have to prepare longer lessons, from a more difficult book.

960. In general I suppose boys leave Shrewsbury with a very slight knowledge of French?—I consider that a boy who beginning, say, in the fourth form, has reached the lower sixth will by that time, if he have paid average attention, have acquired a fair knowledge of French.

961. (*Mr. Vaughan.*) What classical French author could they translate if you were to put it into their hands and give them time to turn it over?—I do not mean to say a boy would be able to understand all the idiomatic expressions of Gil Blas, for example, but if the work were historical many sixth form boys would be able to read it off.

962. (*Lord Clarendon.*) Take Saint Simon, for instance?—Yes.

963. (*Mr. Vaughan.*) Or La Fontaine; both in idiom and vocabulary that is difficult?—I do not think he would.

964. What would he do with Molière?—I think he could manage Molière pretty well.

965. (*Lord Lyttelton.*) You have nothing in the nature of conversation classes; they have no practice in speaking?—No, I do not think that would succeed at a public school. Most public schools I know have abandoned conversation classes, because they insisted on all talking together. They imitate each other's mistakes.

966. How do you find them as to the state of preparation they come in?—The reason I think they do so much in the short time I have, is that I insist on the lesson being prepared.

967. In school?—No, out of school.

968. I meant as to the state of preparation in which new boys come to the school?—Some boys come knowing a good deal of French; two came lately, one who is now a præpostor, who can translate anything.

969. But if boys come at 10 or 11?—In that case, with very few exceptions they have to begin, and the progress of the form is as a consequence considerably impeded.

970. It would be of great value then, that they should have some degree of grounding?—Yes.

971. As to pronunciation, have you great difficulty in getting them to pronounce pretty well?—Yes; some two or three of them have been obliged to give it up altogether. They generally read the French before they translate.

972. (*Lord Clarendon.*) French does not enter into the general examinations, I think?—Not into the general examinations, but there are prizes given for the best scholars in each form, and in order to find them out, I have an examination in each half year.

973. The examination is conducted by you?—Yes.

974. And it is upon your report the prizes are awarded?—Yes; I cannot always make up my mind; two or three boys will perhaps have been working equally well. I decide upon the examination.

975. The prizes are awarded accordingly?—Yes.

976. (*Lord Devon.*) An examination does not take place in every case. If you have a boy who is *facile princeps*, you decide without an examination?—No; I have always an examination.

977. (*Lord Lyttelton.*) Do you exercise them in French composition?—Yes.

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Mr. T. A. Bentley.

23 May 1862.

978. Is that original composition or translation?—Translation.

979. (*Lord Clarendon.*) Do they translate from French into English *vivâ voce*?—Yes, construing, on the same plan as with the other masters. That is giving a liberal translation, rendering the sense accurately, but freely.

980. (*Lord Devon.*) Have you any boys learning German now?—There are some boys in the sixth form learning German. They took it up the half year before last. They are so intelligent, that in the first six months they will acquire more than other boys in three years. In six months the head boy was able to appreciate Schiller's Wallenstein with great ease, so that I am led to think it is not desirable for boys to take up German until they are tolerably high in the school.

981. (*Lord Lyttelton.*) Does it occur to you to suggest any improvement in French and German, without breaking up the system of the school?—The only improvement would be to give more time to them.

982. (*Lord Clarendon.*) French being part of the school *curriculum*, is not optional?—It is not.

983. Is German?—German is optional.

984. May they take French or German, *i.e.* choose between them?—No.

985. French is compulsory?—Yes; they require special instruction in German.

986. (*Mr. Vaughan.*) Have you any fresh classification of the boys in the form different from the classification of the form itself; for instance, in the fifth, do boys remain in the classification of the upper and lower fifth?—They do.

987. Do you make any difference between the upper and lower fifth in French?—No; we take the form as it is.

988. So that you keep up the organization of the school in classics?—Yes.

989. And keep the boys exactly in the same order?—Yes.

990. How do you do about keeping their places?—If they come to me the whole form together, say the fourth form, of course I have my own separate division; I give those who are more advanced a larger quantity to prepare.

991. Then your lower division is not necessarily coincident with the lower division in the school?—No.

992. You re-arrange the particular form for the work as you please?—When I get the fifth form I do not; I find they are generally up to the work.

993. (*Lord Lyttelton.*) You give extra instruction to private pupils?—To four or five.

994. Is that charged at the rate of eight guineas a year?—Yes.

995. Is it an additional payment to yourself?—Yes.

The Head Master of Shrewsbury School subsequently asked leave to make the following communication in writing:—

Shrewsbury,

SIR, Sept. 12, 1862.

IN justice to Shrewsbury School I respectfully request that Her Majesty's Commissioners will be pleased to receive a short supplement to my evidence in answers 335–339.

As it had been suggested by one gentleman on several occasions that old Shrewsbury men had been deterred from sending their sons to the school by the remembrance of ancient discomforts, although I could point to the names of many boys among my pupils whose parents had been educated here, it was nevertheless out of my power to give a direct denial to an alleged fact and motive respecting which I had only very limited information. But as to the *justness* of that motive at the present time I refrained from making that full and particular statement to the Commissioners which I now think it my clear duty no longer to withhold. That statement mainly consists in a comparison of the accommodations afforded to boarders of the Head Master in 1836, when Mr. Bather was at school, with those afforded at the present time, and for the last 15 years or more.

In 1836 the boarders in the Head Master's house were, in number, from 45 to 50:

Now the maximum is 35, the present number, 30.

In 1836 a single bed was a luxury for which an extra charge was made:

Now single beds are the rule for all.

In 1836 there were two sitting rooms and ten bed-rooms for 45 or 50 boys:

Now there are three sitting rooms, *in the house*, and 11 bed-rooms for 30 or 35.

In 1836 none of the bed-rooms were ventilated:

Now all are ventilated.

In 1836 the 45 or 50 boys, during the season of short days, remained in the house from 4.50 p.m. to 7.50 a.m.:

Now the great school is used as a sitting room from 7 to 9 p.m. daily.

In 1836 there was only one water-closet for the use of 45 or 50 boys:

Now there are two for 30 or 35.

In 1836 there was but one common washing room, brickfloored, for all the boys in the house:

Now every boy has washing materials in his bed-room, and the washing-room also for occasional use.

In 1836 bread and milk, occasionally bread and butter, were supplied for breakfast, and bread and cheese, with beer, for the evening meal:

Now tea, sugar, milk, and bread and butter, are supplied morning and evening.

In 1836 pudding was served at dinner before meat:

Now conversely.

In 1836 lights were put out at 9.15 P.M.:

Now at 10.15 P.M.

Other details might be added, but these, I trust, may be sufficient to prove that the reminiscence of arrangements in 1836 is no fair measure of the accommodations of the school in 1862.

The real defects of convenience in our houses are felt and admitted by all who know them; but the healthiness of the boys, their love for the school, the sorrow with which they leave it, and the pleasure with which they revisit it, combine to show that, whatever older men may or may not feel, Salopians of later years do not look back to the school as a place of discomfort, or to the years passed there as the least happy of their experience.

I am, &c.

(Signed) BENJ. H. KENNEDY.

Mountague Bernard, Esq.

&c. &c. &c.

Victoria Street. Friday, 19th December 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
HON. EDWARD TWISLETON.
SIR STAFFORD NORTHCOTE.
H. HALFORD VAUGHAN, ESQ.
REV. W. H. THOMPSON.

THE EARL OF CLARENDON IN THE CHAIR.

CHARLES EDWARD GRAVES, Esq., St. John's College, Cambridge, called in and examined.

C. E. Graves, Esq.
19 Dec. 1862.

996. (*Lord Clarendon.*) How long were you at Shrewsbury?—Five years.

997. When did you leave?—In October 1858.

998. You have since been at St. John's College?—Yes.

999. You have taken your degree?—Yes.

1000. Have you graduated in honours?—Yes.

1001. What in?—Second classic.

1002. (*Mr. Thompson.*) Second in the first class of the classical tripos?—Yes.

1003. (*Lord Clarendon.*) Will you have the goodness to tell us what were the relations between the town boys and the school boys at Shrewsbury. Did they live on a footing of equality together?—In the school very much so, but out of school generally they did not see much of each other, especially in the lower part of the school.

1004. Socially speaking, there was no difference whatever?—No.

1005. (*Lord Lyttelton.*) Did they play at cricket together?—Some of them; such as chose.

1006. They would be allowed to do so?—Yes.

1007. But as a custom, they went home?—As a general rule they went home.

1008. (*Lord Clarendon.*) You were a town boy?—Yes.

1009. What was your position with the school boys; did you generally go home, or stay and play at cricket with the boarders?—Such of the boys as chose would stay and play with the boarders. I did not play at cricket; I could have done so if I had chosen. I was on a perfect footing of equality in every respect with the boarders.

1010. In fact in the upper part of the school, there was no social distinction between the two?—No; not in the upper part of the school. If a boy put himself forward he would be always received.

1011. The advance must be made by him?—Yes, the advance must be made by him.

1012. Did the monitorial system prevail at Shrewsbury?—The upper sixth form were præpostors.

1013. What were their duties and powers; they were not regular, I think?—No; I do not fancy they were distinctly defined. We never knew exactly. They were supposed to look after the boys in general, and they had the power to inflict punishment, but it was only occasionally that that power was exercised.

1014. In what way had they power to look after the boys?—They looked after them when they were out of school.

1015. Had they any duties in school?—No.

1016. Not to keep order, and so on?—Not at all.

1017. Out of school, would they check a boy for doing anything wrong?—Yes.

1018. So far as that, the præpostor's authority was admitted?—Yes.

1019. What punishments could they inflict?—I do not know of any instance of a punishment being inflicted, but they had the power of setting impositions to a certain extent I believe, and of caning the boys.

1020. (*Lord Lyttelton.*) Did you ever know any impositions set by them?—I heard of one, but there was not one, that I am aware of, set all the time I was there.

1021. (*Mr. Twisleton.*) It was merely talked about?—Merely talked about as an instance of a punishment having been set by them. Their authority however, whenever they chose to interfere, was always admitted.

1022. (*Lord Clarendon.*) Public opinion supported it?—Yes.

1023. During the time you were at Shrewsbury, was there much drinking among the boys?—I do not think there was much.

1024. There was a little?—There was some, I fancy, amongst a portion of the boys.

1025. Did they go to public-houses?—I think so.

1026. Was the town out of bounds?—It was, the greater part of it.

1027. Their going to public-houses would be an offence against the school discipline as well?—Generally speaking, it would be.

1028. The school does not lose sight of the town boys when they go home; they have to report themselves as being in at certain hours of the night have they not?—No, not at all. The school has nothing whatever to do with the town boys, except in those cases in which the parent chooses not to interfere, and desires the school to exercise any discipline. I have known two or three instances of boys being sent into lodgings, and their parents wishing them to have the school discipline applied, and in such cases they would have to be in at certain hours, to appear at callings over and to keep bounds, the same as the boys.

1029. They are obliged to wear caps, are they not?—Yes, except the upper sixth.

1030. Except only the præpostors?—Yes.

1031. Was that introduced whilst you were there?—No; it was always the custom to wear caps when I was there.

1032. (*Mr. Thompson.*) Were they compelled to wear them at all times?—The town boys were not.

1033. (*Lord Clarendon.*) A schoolboy that lives in the school, if he goes out to walk in the country, must have his cap on, I suppose?—Yes.

1034. Would the town boys be required to wear them under similar circumstances?—No; and there was a feeling that they ought not to wear them, except when they were in the school, and under the same regulations as the other boys.

1035. Do the town boys wish to wear the cap at all?—Not at all, nor do the rest of the school wish them to wear them, indeed if they found out any instances of their wearing them, they would tell those boys that it was not usual to do so.

1036. They would tell the town boys so?—Yes; that it was not usual.

1037. If it were thought desirable that the schoolboys should wear the cap, why should not the town boys wear it?—I suppose it was because the schoolboys were under discipline out of school, and the town boys were not.

1038. Should you say that the drinking of which you spoke was confined to a small set?—I think so.

1039. Would the præpostors interfere as far as they could to check it?—I never met with any instance of interfering or declining to interfere.

1040. Would the public opinion of the school be against the drinking set?—I do not think it would be much against it at the time to which I refer.

1041. Was the tone of the school, in your opinion, of a high character; was there an honourable and

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C. E. Graves, Esq.

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gentlemanlike feeling, a feeling in favour of honourable conduct, and a reprobation of such vices as lying, or anything mean?—I think so, decidedly.

1042. You think a boy, caught in a lie, would be exposed to the censure and reprobation of his companions?—Generally so, I should think; decidedly in the upper part of the school.

1043. (*Mr. Vaughan.*) Was there not a set of boys at Shrewsbury, neither boarding at school nor at home, but boarding in the town with tradesmen?—Yes.

1044. Was that a numerous class?—Not very.

1045. Were the tradesmen selected by the parents?—Yes.

1046. Were they persons who carried on that system as a sort of trade, or did they happen to be individuals with whom the parents were acquainted, and whom they could trust?—I fancy so. It was quite a private arrangement between the parents and the tradesmen.

1047. Do you know what sort of discipline was exercised over the boys in these cases?—In the only two instances in which I knew the boys well in such a position I do not think there was any discipline exercised. I knew two very well.

1048. Did the school discipline ignore them out of school hours?—If they had done anything decidedly wrong, and it had been complained of to the schoolmaster, he would have taken notice of it.

1049. Do I understand you to say that there was no check over them?—No; they were left entirely to themselves, and the people they were placed with.

1050. And were such persons in the habit of taking cognizance of their conduct?—In the two instances of the boys whom I know there was no necessity for doing so.

1051. These boys were naturally well conducted?—They were boys naturally well conducted, and they were placed with persons who were known to their parents.

1052. Have you ever heard of any abuse of that system?—No; I never heard of any.

1053. Did it generally happen that boys committed to that sort of care, were boys whom their parents had good reason for trusting?—I think so. Very probably the Head Master would not have consented to the arrangement without having received some assurance of that kind.

1054. Does the same rule about the cap apply to them as to the other town boys?—They do not wear the cap.

1055. Not at any time?—Except in going to and returning from school.

1056. Did you mention the number of boys of that class out of 100 at Shrewsbury school?—I did not. I did not myself know more than these two, but I fancy there may have been more.

1057. (*Lord Clarendon.*) Was there a great deal of fagging at Shrewsbury in your time?—Not much.

1058. Who had the power of fagging?—The præpostors.

1059. Only the præpostors?—Yes.

1060. How many præpostors were there?—The number was 12 at the time I was there. Sometimes there were a few more, sometimes one or two less.

1061. Did they exercise the power of fagging in moderation?—Yes, decidedly.

1062. (*Lord Lyttelton.*) Had the fags any specific duty to do inside the house?—They had to get the things for the breakfast of the præpostors. I think that was the only regular duty they had to do.

1063. Had the fag a master of his own, that is to say, was there a fag to any particular boy?—No; there were three or four appointed for the whole of the præpostors, but they changed.

1064. How often did they change?—I do not remember whether it was every day or every week; I think it was every day.

1065. (*Lord Clarendon.*) I suppose you knew nothing about the lodgings, the rooms that the boys had in the boarding houses?—I only know what I have heard; I have seen the downstairs rooms.

1066. What did you hear about the lodging house rooms?—With respect to the rooms I have not heard much said one way or the other.

1067. What rooms did you hear anything said about?—The small rooms for the lower sixth form and the præpostors; the lower sixth form generally grumbled at their room as being very close and hot.

1068. They are not the rooms they slept in?—No.

1069. What rooms were they?—The rooms they read in.

1070. (*Lord Lyttelton.*) Did they make any complaint of the dining room in the Head Master's house?—No, I never heard of any complaint about that.

1071. Nor of the furniture or accommodation of the bed rooms?—No, I never heard the bed rooms spoken of.

1072. (*Mr. Thompson.*) Have you heard that any improvements have taken place?—No.

1073. You have not heard that additional houses have been rented for the purpose of supplying studies for the præpostors?—No; there was a house which was used for studies when I was there, opposite the master's house.

1074. Was that in operation then?—There was a house with a great many little studies in it.

1075. Even that did not stop the complaints you spoke of?—The studies were not used after locking-up time.

1076. So that it was in the evening that the grievance arose?—Yes; in the daytime the studies were used.

1077. (*Lord Clarendon.*) You did not live at the school. I suppose you boarded in town at your own parents' house?—Yes.

1078. Were your parents generally resident there, or did they come merely to reside when you were at school?—They came to reside there for the sake of the school.

1079. I suppose you went home to meals at the same time that the other boys had their meals in the school?—Yes.

1080. Did you ever hear whether the quality of the food given at the meals was satisfactory to the boys?—They used to complain, but boys always do complain.

1081. Of what did they complain, bad meat, not enough, or what?—They did not say they had not enough, but they occasionally complained of the quality.

1082. You did not often dine with them?—No, never.

1083. I suppose you spent your Sundays in the same way that the other boys did; did you not?—Pretty much so, I fancy.

1084. (*Lord Lyttelton.*) Were you not more at home on Sunday than on any other day?—We had the morning at home, after a lesson at 8 o'clock.

1085. (*Lord Clarendon.*) Did you go to church with the other boys?—No.

1086. You went with your parents?—Yes; in the afternoon I went to the school chapel.

1087. (*Lord Lyttelton.*) Was that the regular arrangement with regard to the town boys, to go to their own church in the morning, and to the school chapel in the afternoon?—Yes. Formerly, they used to go with the other boys, but there was an alteration in the seats, in consequence of which there was not room for more than the boarders.

1088. (*Lord Clarendon.*) What lessons were there on Sunday?—One lesson in the Greek Testament, and there was Scripture history.

1089. In the morning?—In the morning, from 8 to 9 o'clock.

1090. Did the whole school do that?—The whole school would do the same, or some similar lesson.

1091. The whole school would do the same lesson?—Yes, with the same masters as on other days.

1092. And in the same classes?—In the same classes.

1093. Was the Greek Testament read, and did the master ask questions about it; that is to say, about what was being read?—The Head Master used not to ask many questions, but he used to give a good deal of explanation, and he used to construe it over to us. Sometimes we did not construe it at all ourselves, but he went over it, and gave the explanation.

1094. That was the subject, not the Greek?—The subject.

1095. What other religious instruction was given besides the Greek Testament?—Scripture history.

1096. What Scripture history?—Sometimes it used to be Wheeler's Analysis of the Old Testament; sometimes New Testament history, and sometimes we did questions compiled from the Old Testament from a book. I do not know how it came into existence; but it was a manuscript book with questions. Then we did the History of the Reformation.

1097. From whose book?—Pinnock, when I was there. But the book kept changing.

1098. (*Lord Lyttelton.*) Did you do the catechism?—No.

1099. (*Lord Clarendon.*) Were the questions asked, or did you write them down?—We wrote out the answers to them. I am not quite certain whether we wrote them out to go up in order to read them off. I am not sure whether we only did so for convenience.

1100. Then there was the chapel in the afternoon. After dinner, was it?—Yes.

1101. What did you do after chapel on Sunday?—The day boys had no lessons, or anything to do with the school after chapel. They went home.

1102. They passed the rest of the time with their parents?—Yes.

1103. Do you know what the other boys did?—No.

1104. Used the day boys to go and take long walks out into the country with the other boys in the afternoon?—Not generally. They would have tea at six o'clock, and that would interfere, to some extent, with long walks.

1105. There was a good deal of private reading at home, for the preparation of the lessons next day, I suppose?—A good deal.

1106. How many hours should you say?—It varied very much; but on the average, I should say three or four hours.

1107 (*Lord Lyttelton.*) Besides the work in the school?—Yes.

1108. (*Lord Clarendon.*) How many hours in the day should you say there were in school, taking one day with another?—The regular number, except on half-holidays, was five hours in school.

1109. (*Lord Lyttelton.*) That would make eight, with the work to be done in the day?—In the sixth form there would be rather less than five hours in school in the day.

1110. (*Lord Clarendon.*) How many half-holidays would there be in the week?—There was one regular one; generally speaking, there would be an extra one, and there would be two days in the week when we were only one hour in school in the afternoon, instead of two.

1111. (*Lord Lyttelton.*) Did you ever suffer in health from the work being too much?—I never did.

1112. Did you hear of any of the other boys suffering from that cause?—No.

1113. What help did the boys get from private tutors?—Not much; it was quite an exception doing anything with private tutors when I was there.

1114. Private tuition was recognized in the school; the boys might have it?—They might; but it was not a part of the school system; it was rather a private arrangement of the boys.

1115. You mean that one of the tutors in the school might give a boy private tuition?—Yes.

1116. (*Mr. Vaughan.*) Was there any one of the masters whose duty it was to attend to that private tuition specially?—No.

1117. (*Lord Clarendon.*) A boy would probably not be so well looked upon, who had a private tutor?—He would not be looked on with disfavour. The only two instances I have known in which they had private tutors, was when they were going to the university; when they did some extra work.

1118. (*Mr. Thompson.*) Mathematical?—Classical.

1119. (*Lord Clarendon.*) Are there not many of the boys who prepare for going to the university, who do not obtain for themselves the benefit of private tuition?—Yes; it is quite an exception that they should do so.

1120. (*Mr. Thompson.*) Should you say that the most brilliant boys had or had not private tuition?—They had not; but if a boy thought himself not sufficiently prepared to go up to the university, he probably would have a private tutor.

1121. (*Lord Clarendon.*) There was no difficulty in getting that assistance?—No; none whatever.

1122. (*Mr. Twisleton.*) Were there persons at Shrewsbury, who professed themselves to be private tutors?—One of the masters at the school would act as a private tutor.

1123. (*Lord Lyttelton.*) Do you find at Cambridge that the Shrewsbury boys come up with a greater amount of reading than from other schools?—I fancy very much the same.

1124. (*Mr. Thompson.*) How much would a boy who was likely to distinguish himself, have read when he left the school. How many Greek plays would he have read?—I do not at all know.

1125. A dozen?—Not so many as that.

1126. (*Lord Lyttelton.*) Had you read the whole of Æschylus and Sophocles?—About half of Æschylus, and about half of Sophocles.

1127. (*Mr. Vaughan.*) What plays had you read?—The Persæ, the Seven against Thebes, the Agamemnon.

1128. Not the most difficult?—They would be taken in order, and when we came to any particular one it would be read.

1129. (*Mr. Thompson.*) Of Sophocles, you say you had read nearly the whole?—About half.

1130. Had you read anything, or how much of Thucydides?—About four.

1131. Of Herodotus?—About two books.

1132. Any of the Dialogues of Plato?—Three or four.

1133. Can you name them?—Menexenus, Euthydemus, Protagoras. I do not know whether I have read any more.

1134. (*Lord Lyttelton.*) Had you read Homer?—Not the whole of Homer.

1135. Any of Ovid?—Two or three books; I fancy four in the Iliad, in the sixth form.

1136. (*Sir S. Northcote.*) Did you read any of Aristophanes?—Three or four plays.

1137. (*Mr. Vaughan.*) Had you read any of Pindar?—Yes, the whole of Pindar, I think.

1138. (*Sir S. Northcote.*) Are there any other Greek books besides, which you can mention?—Yes; I have read some more, but I cannot think of the names.

1139. (*Mr. Thompson.*) Had you read Xenophon?—I had read some of Xenophon, in the fifth form.

1140. Had you read any collection of Epigrams?—Yes, a small collection.

1141. (*Mr. Vaughan.*) Had you read any of Theocritus?—Yes, a little of Theocritus in this collection.

1142. Any Hesiod?—Yes, I had read the "Works and the Days."

1143. (*Lord Lyttelton.*) Any of Demosthenes?—Yes, a great deal of Demosthenes.

1144. (*Mr. Thompson.*) You seem to read about twice as much as the boys from any other school?—I have been putting down all that I have read in the course of five years.

1145. (*Lord Clarendon.*) Do you think a majority of the boys have read as much as you?—Probably, among the præpostors.

1146. (*Mr. Vaughan.*) Now we will come to the Latin. Had you read Juvenal and Persius?—Juvenal, not all of Persius.

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1147. Propertius?—We had a book with a quantity of selections from the Latin poets. I do not recollect what was in it.

1148. Did you read Virgil through?—No.

1149. The Georgics?—The Georgics, and one book of the Æneid; probably not all the Georgics.

1150. Horace?—I think we read Horace all through.

1151. Catullus?—Not the whole of Catullus. There might be one or two poems of his in the selection I have mentioned.

1152. (*Lord Lyttelton.*) Did you read Livy and Tacitus?—We read some Tacitus, but very little Livy.

1153. (*Mr. Vaughan.*) Did you read Cicero's Epistles?—A few of them.

1154. (*Lord Lyttelton.*) Did you read the speeches of Cicero?—Three or four of the speeches.

1155. Any of his philosophical writings?—Yes.

1156. (*Mr. Vaughan.*) Any of Terence?—I think one play.

1157. Plautus?—We did one play of Terence and one of Plautus.

1158. (*Mr. Thompson.*) In school or by yourselves?—In school.

1159. In all these things that you have named, did you read the books with Dr. Kennedy, or any other masters?—Most of them with Dr. Kennedy.

1160. That did not include what you may have read in private?—I did not do any private reading at all, scarcely.

1161. (*Lord Lyttelton.*) Did you do the exercises out of school, or in it?—The composition out of school.

1162. At home?—Yes.

1163. (*Mr. Vaughan.*) Did you learn history by itself unconnected with the Latin and Greek writers?—Classical history.

1164. (*Mr. Twisleton.*) Take Thirlwall, for instance?—We used to read Dr. Smith's History, and there was also another history book that we read.

1165. You had gone through the whole of the Greek history before you left school?—We used to get it up from a small book by a German, written in Latin.

1166. (*Lord Lyttelton.*) What Roman history have you read?—Liddell's; we used to get it up in school from the small Latin book, and out of school to read what we chose in addition.

1167. (*Mr. Vaughan.*) Are you at St. John's?—Yes.

1168. Did you get one of the exhibitions?—Yes.

1169. How long had you been under the Head Master before you got one of the exhibitions?—Four years.

1170. Were you a much longer time under him than most of the boys who succeeded in getting exhibitions?—We do not get exhibitions when we are still at school. It depends entirely on whether there is one for us at the time we leave.

1171. Then it is uncertain how long any boy will be in the sixth form under the Head Master?—Yes.

1172. Were you much above the average time under the Head Master?—No, I do not think so.

1173. How long were you at Shrewsbury altogether?—Five years.

1174. And four years out of the five you had the benefit of the Head Master's teaching?—Yes.

1175. Was that anything like the common proportion of the time spent in the different parts of the school with the boys who distinguished themselves afterwards?—I think so.

1176. (*Lord Lyttelton.*) You attribute your success mainly to the personal teaching of Dr. Kennedy?—Yes.

1177. (*Mr. Thompson.*) Dr. Kennedy you conceive to be a consummate teacher?—Yes, I think so.

1178. (*Mr. Vaughan.*) Are the best scholars from Shrewsbury those placed in the school immediately below Dr. Kennedy's form, or those who get into his form from the lower part of the school?—I cannot say. I did not know the history of the boys, generally speaking, until they were high in the school.

1179. Do you receive these exhibitions practically at the recommendation of the Head Master?—I fancy that the Head Master has to certify that a boy is fit to receive it. That is about all. I received it from the Trustees of the school.

1180. You do not undergo a special examination in order to get these exhibitions?—If there were disputed claimants to an exhibition, I should have to undergo an examination.

1181. Were there often disputed claims?—I suppose not, because, generally speaking, there would be exhibitions enough.

1182. For whom?—For such boys as were going to the university.

1183. For all who were going to the university?—For all who were sufficiently high to think they would have any chance in the examination.

1184. For the exhibition?—For the exhibition.

1185. I wish to know whether it was practically the case or not that when Dr. Kennedy thought a boy was sufficiently proficient to have an exhibition for going away to the university he had one given to him?—I fancy his going away to the university was settled first, and it remained to be seen whether he would get an exhibition or not.

1186. Settled by whom?—By the parents or between the parents and Dr. Kennedy, in all cases I have known before they go to the university, and whether they have any chance of getting an exhibition or not.

1187. Have you ever known a contest between one boy and another for the exhibition?—No.

1188. Who then decides that a boy should have an exhibition when he is going up to the university?—They generally arrange it among themselves. They tell Dr. Kennedy who is going up to the university, and Dr. Kennedy states what exhibitions there are, and the boys themselves arrange who shall go in.

1189. As you were four years in the head form of the school and must have had a good deal of insight into how these things are managed, can you tell us what principle determined the arrangement?—The position of the boy in the school.

1190. His position in the school?—Yes.

1191. Was it the case that the highest boy in the school would always have an exhibition if he wanted one?—Unless there were candidates who had preferential claims.

1192. Preferential claims under the terms of foundation, I suppose?—Yes; in the year I went up there were none.

1193. How often would the places in the upper part of the school change?—Every six months.

1194. By examination?—By examination.

1195. So that the boys at the head of the school in the last examination could claim first?—Yes.

1196. (*Mr. Twisleton.*) Were the examinations at the beginning of the half year or at the end?—Some at the end, the remainder at the beginning.

1197. Every boy was examined at the beginning of the half, was he not?—No; the examination began at the end of the half, and were not finished till the beginning of the next half.

1198. That was all through the school?—I believe so.

1199. So that there was a motive for every boy to work during the holidays?—After the holidays they were examined on such subjects as were proposed.

1200. So that there was a motive to the boys to exert themselves?—Yes.

1201. Then the places in the school depended on the working in the holidays?—Possibly to some extent.

1202. (*Sir S. Northcote.*) When you spoke just now of "preferential claims" what did you mean by "preferential claims;" you said the highest boy could get it unless there was a preferential claim?—The son of a burgess of Shrewsbury, would have the first claim; then the son of a person born in Shropshire, and then the whole school.

1203. You say the boys settle it among themselves. Do they consider these circumstances?—If it were known that the son of a burgess was claiming the exhibition, nobody would expect to have any chance.

1204. They would have known it amongst themselves, and have not put forward any other claim?—They would apply to the Head Master to know what exhibitions would be vacant.

1205. What was the mode of settling among themselves; was it a question whether A. or B. should have the exhibition, and how would it be settled that A. should have it and not B.?—If A. were two places above B., both A. and B. would see that in the event of an examination A. would get it, and therefore B. would not put in a claim.

1206. B. would not try for it?—Just so; and then A. would send in his claim, and there being no competition, he would get the exhibition.

1207. Supposing B. had been next to A., would there have been the same feeling manifested?—I should think in the case of two very nearly equal candidates there would probably be an examination, but I do not know whether any instance of that kind has ever occurred.

1208. Has there ever been any kind of pressure put on, say in the case of the boy B., to prevent his offering himself, or has it been always that he knew that it was actuated by his own sense of what was likely to be the result?—I do not know that there was any pressure put upon the boys.

1209. (*Mr. Vaughan.*) Was there ever any adviser; was the Head Master consulted. Suppose that a boy thought that although he was not first in the last examination, he was on the whole as good as the one before him, and therefore considered himself entitled to come forward; did that ever occur?—I never knew such a thing to occur, but from what took place my last half year, I should think the Head Master would recommend an examination in such a case as that.

1210. (*Lord Lyttelton.*) What took place?—One boy was going to Cambridge, and another was going to Oxford. The two boys were nearly equal. The exhibition at Cambridge was 37*l.* a year, the exhibition at Oxford 50*l.* a year. The boys arranged that.

1211. How did they arrange it?—They arranged that one should take the 37*l.* and the other the 50*l.* exhibition, and that the latter should pay half the difference.

1212. Upon what principle did they do that?—I suppose they thought to save trouble.

1213. (*Mr. Twisleton.*) I suppose, generally speaking, the boys (without reference to this particular case) would know very well their relative places, owing to this half-yearly examination?—Yes.

1214. I suppose we may calculate, from what you say, that the boys had every confidence in the mode in which they had been examined, and placed in consequence of the examination?—They must have had, for they never questioned that one boy that was higher than another deserved to be so placed.

1215. If the boys had any difficulty, would they go to the Head Master?—The Head Master would be informed of it; he would tell the Trustees, and the Trustees would appoint examiners.

1216. (*Sir S. Northcote.*) There never was a case in which a boy who stood second in the examination was acknowledged when it came to an examination to be superior to the one above him?—No.

1217. The boy who was first took the place without being challenged, and you never knew the place of that boy challenged by the second?—No, never.

1218. How many boys were there usually in the form taught by Dr. Kennedy during the time you were there?—20, or probably rather more. The præpostors would be 12, and then there would be about 10 in the lower sixth.

1219. Did the number vary much at different times?—Not very much.

1220. (*Lord Lyttelton.*) Did he teach these only?—He taught these only, except, perhaps, once a week.

1221. Were you four years in that class?—Yes.

1222. (*Lord Clarendon.*) What do you think was the principal stimulant to industry at Shrewsbury; was it the desire to have a high place in the school, a desire to obtain prizes, or a fear of shame or punishment?—Principally a desire for high places in the school. There was a general feeling that one ought to work in the upper part of the school. There was a sort of tradition in favour of working in that portion of the school.

1223. That was the spirit that animated the boys?—Yes.

1224. (*Mr. Vaughan.*) Did that list that we saw in the school in gilt letters have any effect on the boys in keeping alive their ambition?—I think so, only it was not put up in the schoolroom in which they were.

1225. The boys were in the habit of seeing it sometimes?—They knew of its existence, and used to look at it sometimes.

1226. (*Lord Lyttelton.*) Did you ever hear any complaint in reference to the cricket-ground or to the want of a play-ground?—I never remember any.

1227. (*Mr. Thompson.*) Did you experience any difficulty from the hours?—None whatever.

1228. You did not think early school inconvenient?—Myself and my friends rather used to like it.

1229. (*Lord Clarendon.*) How far did you live from the school?—About half a mile.

1230. (*Mr. Thompson.*) There were boys I suppose living two miles from it?—I never remember any.

1231. Did the suburbs extend that distance?—The suburbs of Shrewsbury did not extend much more than a mile and a half.

1232. Even a mile and a half would be a great distance to go in winter to a seven o'clock school, would it not?—I suppose it would, but there is not much difference between a mile and a mile and a half when you have got up.

1233. (*Lord Clarendon.*) Did you learn any modern languages at Shrewsbury?—In the fifth form we did, but I am not quite certain whether we learnt them in the lower sixth form or not; certainly not in the upper sixth form.

1234. What modern languages did you learn?—French only.

1235. Not German?—No.

1236. Was it obligatory or voluntary?—Obligatory.

1237. Were your places in the school influenced by it?—It was taken into consideration along with the other work.

1238. Did you learn much French there?—Not much; we had one hour a week.

1239. Did you know French before you went there?—A little.

1240. Could you read with ease and pleasure an ordinary book in French?—Yes.

1241. Without much use of a dictionary?—Certainly.

1242. What sort of a book now could you read; Madame de Staël's writings?—I never tried them; in fact I have not tried anything except novels.

1243. (*Sir S. Northcote.*) Can you read a modern French novel pretty easily?—Yes, tolerably easily.

1244. (*Mr. Vaughan.*) You were four years with Dr. Kennedy in the form, during which term you did not do any French at all?—I was three years in the upper part of the form.

1245. So that you had only one year of French?—I mostly did French myself.

1246. Was the foundation in the language given at school?—I fancy I learnt French more at home than at school; I cannot say what I learnt at school.

1247. Did your companions learn German?—Dr. Kennedy, just before I got into the upper sixth form, gave them a course of lessons in German. He asked the sixth form if they would like to learn it, and there was a course of lessons given, but the lessons were not continued.

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1248. (*Mr. Thompson.*) It was dropped?—Yes; it was continued I think until they got on far enough to learn by themselves.

1249. (*Lord Clarendon.*) Did you learn any modern history or geography?—Yes; we learnt geography, and Dr. Kennedy gave a lecture occasionally on modern history when I was there.

1250. (*Mr. Vaughan.*) Do you mean an oral lecture?—Yes, and we took notes.

1251. Did he examine them afterwards?—I think not.

1252. (*Lord Lyttelton.*) It did not affect your position in the school?—No; we learnt geography out of a regular geography lesson book during one week in the year, and were examined in it.

1253. (*Mr. Thompson.*) The late Head Master Dr. Butler wrote a book upon geography, I think?—Yes, that was the book we learnt it from.

1254. (*Lord Clarendon.*) I suppose there was not much private reading in general literature?—I think there was a great deal in the sixth form. We used to take in the papers. There was a great deal of private reading.

1255. (*Lord Lyttelton.*) Where did they have the papers; in their own houses?—In the sixth form room.

1256. What sort of books in general literature did they read?—Novels principally.

1257. Any history?—I do not know.

1258. (*Mr. Thompson.*) The Reviews, I presume?—I believe so.

1259. (*Sir S. Northcote.*) Did you ever hear of a boy reading Gibbon there?—I do not remember that I ever heard of a boy reading Gibbon.

1260. Or any book of that class?—I am not aware.

1261. (*Lord Lyttelton.*) Hallam?—I think I have heard of a boy reading Hallam; it depended very much upon the individual boy's taste.

1262. (*Mr. Thompson.*) You had a complete course of modern history which you were supposed to read?—Yes.

1263. (*Mr. Twisleton.*) How many hours a day for private reading would you be likely to have after doing the work in school?—I should think probably two or three.

1264. (*Mr. Vaughan.*) How many hours did boys spend in the play-ground at cricket in the week do you think?—In the summer somewhere about four hours a day.

1265. Did you spend four hours a day?—I used to spend rather more. In leisure I was generally fishing.

1266. That would not be time devoted to play in the play-ground?—No; rather by the side of the river.

1267. (*Lord Lyttelton.*) Did they play at football much?—Yes, a good deal.

1268. You never heard that the ground was not large enough?—No.

1269. (*Sir S. Northcote.*) Did they play much at other games?—Yes, pretty well.

1270. (*Lord Clarendon.*) Was there much flogging at Shrewsbury?—Not much.

1271. Was it administered in your time as much as in other times do you think?—About the same in my time I think.

1272. How much flogging should you say there was in a school term?—Not much generally. There might be two or three cases.

1273. How many boys were there in the school altogether?—One hundred in my time.

1274. And only about two or three floggings in a school term?—I should think so.

1275. (*A Commissioner.*) And these probably were merited?—Yes. It was looked upon as a very great thing; quite an exceptional thing.

1276. (*Mr. Thompson.*) And it was though disgraceful, I suppose?—I do not know that.

1277. (*Sir S. Northcote.*) Was flogging ever given for idleness or only for moral offences?—It was for long-continued idleness.

1278. (*Lord Lyttelton.*) Supposed to be wilful?—Yes.

1279. Involving some moral offence?—It was only given I think in cases of that description.

1280. (*Mr. Twisleton.*) Will you be so good as to explain the examination in the sixth form at the end of the half year and the beginning of the next; will you give us an idea from your last examination: how long would the examination at the end of the half continue; how many days?—I should fancy about four days.

1281. What would you be examined in during these four days?—Such subjects as you could not prepare, such as philology and subjects of that description.

1282. Could you mention what they would be so far as you can remember, in any one half year. Can you mention in order what the paper would have been at the end of the half year?—Well, there would be composition of all sorts principally.

1283. Original compositions?—Translations.

1284. Translations from English into Latin?—Translations into Latin and Greek.

1285. Into Latin verses and Greek verses?—Yes, into Latin verses and Greek verses, and Latin and Greek prose.

1286. That would take four days?—No, that would take about a day and a half.

1287. Then with respect to the remainder of the time. I want to know what the examination would be in as to that?—I do not remember now.

1288. Had you any examination then in general historical questions?—No; that happened at the beginning of the next half. Then we should have two or more papers of translations of passages not seen before.

1289. From Greek and Latin into English?—Yes.

1290. And that would exhaust the four days?—There would be an examination either in divinity, history, or geography.

1291. On subjects which were not prepared?—No; they would be on subjects that we had prepared.

1292. (*Sir S. Northcote.*) Was there an examination in mathematics?—Yes, in mathematics.

1293. (*Mr. Vaughan.*) Was there an examination in passages from authors which you had not read?—They were separate papers. It might happen that you had passages from authors that you had not read.

1294. If you had not been reading Plato, would that be given you, or might you have had a passage from Lucian which you had not read?—Yes, we were liable to that; and then there would be another paper on subjects which we were doing during the half year. That would be kept separate.

1295. (*Mr. Twisleton.*) At the beginning of the half, what would you be examined in?—In history and divinity, and probably there would be an examination on subjects which we had had in the half year before, together with some mathematical papers. I do not remember exactly where the mathematics came.

1296. How much time in the holidays would you give to the preparation for that examination?—I do not know. I never got it up at all.

1297. Was it a usual thing for the boys to get it up or not?—It was usual to get it up a little. I never heard that it was got up much.

1298. (*Mr. Vaughan.*) Did Dr. Kennedy ever complain that the boys did not come up to the mark?—No; I got it up very well just before, generally. I was generally first in it, and I always got it up the night before.

1299. You got it up in history and divinity the night before?—Yes; we had read it in the half year.

1300. Then you refreshed your mind the night before?—Yes.

1301. Then it had little or no effect from the position in which it was placed, coming at the end of the holidays?—It was intended to have.

1302. But it had none really?—In some cases it had; not always. It did not affect me at all.

1303. (*Mr. Thompson.*) In examinations in history, is it not difficult to prevent boys from resorting to what is called "cramming?"—It is impossible.

1304. Does not that take off from the value of history, as an element in examinations?—I do not think history examinations of that sort are worth very much.

1305. (*Mr. Twisleton.*) Do you not remember the history afterwards which you learn in that way?—I do not think so.

1306. (*Mr. Vaughan.*) Do you not think that the same boy with the same ability would do very differently in the examination and remember it better if he had been reading it moderately, and thinking of it, than if he had merely got it up the night before?—I do not know whether it would do so well for boys. Probably there would be a good answer sent in by one, and none at all by others.

1307. (*Mr. Thompson.*) If there were a *vivâ-voce* examination instead, it would be more easy to distinguish boys who had been *bonâ-fide* students from those who had crammed only the night before?—I should think it would be; but it is principally dates, and facts, and things of that kind that we have to do.

1308. (*Lord Clarendon.*) You have left Shrewsbury for three years and no doubt you have reflected on the time you passed there. Are you satisfied with it. Do you look back to it with pleasure, and consider that the time you passed there was, educationally speaking, well spent?—Very well.

1309. It does not occur to you that it might have been turned to better account in any way?—I think it might have been so far as I am concerned, but not so far as the school is concerned.

1310. Nothing occurs to you with respect to the school system, that you would like to see changed?—No.

1311. You do not think that there is too much of original composition?—There was too much original composition in one or two half years, and I remember grumbling at it very much.

1312. Do you think there was enough translation into Greek and Latin?—There was very little into Greek prose.

1313. Was there much of English into Latin?—Yes, a good deal.

1314. Sufficient, you think?—In one or two half years, I did not think there was sufficient into Latin verse. We had only original Latin verses, which I do not think any advantage whatever.

1315. Do you think that if there were more translations, you would have had greater facility, and have felt yourself better grounded, and more master of the idioms of the language?—I think there was quite sufficient for any purpose of that kind.

1316. (*Lord Lyttelton.*) Do you think you were practised enough in writing English?—We had not much practice in writing English.

1317. Had you not much translation from Greek into English?—In examinations do you mean?

1318. (*Mr. Vaughan.*) In the half year?—There was a good deal of it there, but I do not know whether much attention was paid to the style.

1319. Do you not think that the Head Master paid attention to the style in which the translations were made?—He paid great attention to the style in which he translated it afterwards.

1320. (*Sir S. Northcote.*) What do you mean by saying there was no use in original compositions?—In my own case I frequently brought in a certain number of the same verses over again.

1321. (*Mr. Vaughan.*) But supposing boys took great pains, might it not be beneficial?—There was not very much time for it.

1322. What was the time you could give to a copy of Latin verse?—I might of course give as much time as I liked, but I should have had to neglect other things.

1323. Without neglecting other things, how much time could you give?—About two hours, but it was frequently done in three quarters of an hour.

1324. (*Sir S. Northcote.*) It was of no use generally speaking with reference to the particular prizes you ought to contend for at the university?—I do not think it was generally speaking.

1325. (*Lord Lyttelton.*) How much time did you give to mathematics in a week at the top of the school?—In school about three hours a week.

1326. Did you find that that was quite enough; when you went to Cambridge had you any arrears to make up?—I knew quite as much of mathematics as I wanted.

1327. (*Mr. Thompson.*) You did not go in for mathematical honours?—No.

1328. Did you resolve that you would not when you came up?—No; I intended to read for mathematics some time or other.

1329. How much mathematics had you read when you came to the university?—Not the whole of the first year's subjects.

1330. Part of Euclid and algebra?—Yes, and some conic sections.

1331. A little of trigonometry?—I cannot remember.

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ANALYSIS OF THE EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of Evidence.]

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BATHER, JOHN, Esq. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

BENTLEY, Mr. T. A., page 349.

Has been Assistant Master at Shrewsbury upwards of 20 years; teaches French and German; 937–942. Was at a French School in Paris two years, when a boy, and was three years in Germany; 943–945. So far as modern languages go, has very much under his charge the non-collegiate class; in addition to what they would do in their several forms, they come to him for an additional lesson in French; 946–948. One of the objects of establishing the non-collegiate class (in which they are allowed to drop both Greek and Latin composition) is that they may devote themselves more to modern languages instead of classics; the non-collegiates of the Fifth Form join the French lesson of the Fourth Form; the non-collegiates do not make more progress in modern languages than the other boys; they are originally the most illiterate of all; a non-collegiate boy has four hours a week in modern languages; a collegiate boy one hour or two hours; at the formation of the non-collegiate class, and subsequently, it has been joined by a class of boys who imagine that by doing so they would escape a portion of their regular form work, and this being the case with the majority, the progress of the class has not been in proportion to the time devoted to it, nor can he for one expect that it should be different; the removal to the non-collegiate class is generally made at the requirement of the parents; in general, a boy, who beginning in the Fourth Form has reached the Lower Sixth, will, if he have paid average attention, have acquired a fair knowledge of French and be able to read off an historical work, such as St. Simon, and manage Molière pretty well; 949–964. The boys have no practice in speaking; most public schools have abandoned conversation classes; 965. With exceptions, boys who enter at 10 or 11 have to begin French; there is great difficulty in getting them to pronounce; 966–971. French does not enter into the general examination; but prizes are given for the best scholars in each Form, and in order to find them out he has an examination in each half year; 972–976. The boys are exercised in French composition, and in *vivâ voce* translations from French into English; 977–979. Some of the boys in the Sixth Form are learning German; they are intelligent boys, and in six months they acquire more knowledge than others in three years; in the six months the head boy was able to appreciate Schiller's *Wallenstein* with ease; thinks therefore it is not desirable for boys to take up German until they are tolerably high in the School; 980. The only improvement he can suggest with regard to modern languages would be to give more time; French is part of the school curriculum, and therefore compulsory; German is optional, 981–985. Arrangement of Forms; the Classical division kept up in the Fifth and Sixth Forms; 986–992. Gives extra instruction to four or five private pupils, at a charge of 8 guineas a year; 993–995.

BLOXAM, Councillor. (*See* Evidence of the Mayor and Corporation of Shrewsbury, page 325.)

BRAYNE, Councillor. (*See* Evidence of the Mayor and Corporation of Shrewsbury, page 325.)

BURTON, ROBERT, Esq. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

BURTON, The Rev. R. L. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

CALVERT, Mr. EDWARD, page 346.

Is an assistant master at Shrewsbury school; in February 1852 he came as a kind of private secretary to Dr. Kennedy; in August of that year he took the Fifth Form regularly; in February 1859 he left, and took a school in the colonies; and in August 1860 returned to Shrewsbury, and has recently taken the superintendence of the non-collegiate class; 844–847. The non-collegiate class was formed about four years since to meet a kind of demand of the people of the town, which appeared pressing at that time, for a more commercial kind of education, but as that was not at all the object of the school, it was thought that the demand might be met by establishing a class which should prepare the pupil for such employment as did not require a scholar-like classical education; accordingly certain boys whose parents wished them not to go to college,

Calvert, Mr. Edward—*cont.*

were allowed to give up Greek altogether, and all Latin composition, except elementary, and give more time to mathematics, modern languages, and English composition; the number of these boys has varied from 18 to 24; in fact, these boys are excluded from the Sixth Form; 848–852. A curious instance of the operation of this scheme; a solicitor of the town intending his son for his own profession, placed him in this class, where his progress in Latin was so great that by it alone, he placed himself at the head of the Fifth Form; at witness's suggestion, the father then consented to the boy learning Greek, and in seven months, never having seen a Greek book before, he was able with a little preparation to construe a passage from the *Odyssey*; with grammar and dictionary he would probably in less than an hour construe a chance passage of 30 lines; 853–861. Is unable to say whether this non-collegiate class has given satisfaction to the parents; it has not to him; believes it has a tendency to encourage indolence; 862–867 and 872, 873. Probably some extra progress has been made in modern history in the new class; 874, 875. Boys give each other construes, although doing so may affect their own position; they did so when he was a boy; their emulation, so to speak, does not quench their philanthropy; 868–870. Private tuition at Shrewsbury, charged at 16*l.* 16*s.* a year, is different from private tuition in other schools; in those it is the rule, here it is the exception; has five private pupils, but four is his average; there are no other private pupils, unless Mr. Bentley is giving some very elementary lessons in the lower part of the school; 876–887. One of his pupils wished to go for a scholarship at Oxford; he worked very hard and obtained it, and now he is preparing for Oxford; the private tuition is like the instruction of a private tutor at Cambridge, not like that of a private tutor at Eton; 889–890. Witness has just been appointed master to superintend the private tuition of all boys below the Sixth Form, but the new system is not yet in operation; 891–895. The non-collegiate system, though a little complicated, is found to work without difficulty; 896.

EDWARDES, T. H. HOPE, Esq. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

EDWARDS, Councillor. (*See* Evidence of Members of the Corporation of Shrewsbury, page 325.)

FISHER, Rev. G. W., page 348.

Has been Mathematical Master at Shrewsbury School two years; 809–901. Mathematics part of the regular duties of the school, and therefore compulsory; teaches the whole of the School mathematics, from arithmetic to the differential calculus; 909–916. Time devoted to teaching: four hours a week for all except the Lower Sixth, who get three hours; 916–919. The other teaching of the School does not conflict with the mathematical; the great drawback arises from the chief lessons coming in the afternoon, so that the extra half-holidays interfere; 922–923. The same proportion of marks given for mathematics as for classics; 924–927. The papers vary with the amount of reading; if no boy has read the differential calculus the subject would not be included in the papers; about seven boys have read it in his time; boys of average ability seldom get beyond trigonometry; 928–931. Examinations in mathematics take place about the same time as classics; 931–932. It is not generally the case that the best classical scholars are amongst the best mathematicians; but the best mathematicians are generally average classical scholars; studious boys in mathematics will be studious boys in classics; in some cases a studious disposition has had the effect of bringing boys up amongst the highest in both; 933–936.

GRAVES, CHARLES EDWARD, Esq., page 351.

Was five years at Shrewsbury, which he left in October 1858, since which he has been to St. John's College, Cambridge, where he graduated in honors, being second in the first class of the classical tripos; 996–1002. In the School, the town boys and the boarders lived together very much on an equality; out of School they did not see much of each other, especially in the lower part of the School; socially there was no difference whatever; 1003, 1004. Those of the town boys who chose to do so played at cricket with the boarders; but, as a general rule, they went home; was him-

GRAVES, CHARLES EDWARD, Esq.—*cont.*

self a town boy; the town boy was always received, if he made the advance; 1005–1011. The monitorial system prevails at Shrewsbury; the upper Sixth Form are præpostors; their duties were not defined; they were supposed to look after the boys in general, out of doors, and check a boy doing wrong, and they had the power to inflict punishment, but that power was exercised only occasionally; as a matter of tradition the præpostors could set impositions and use the cane, but no instance occurred, while he was at school, of the power being exercised; 1012–1022. There was but little drinking at the School, or public house visiting; generally speaking the latter would be against School discipline, 1023–1027 and 1038–1040. The School-boys all wear a cap, except the Upper Sixth; it is an old custom; the town boys do not wear the cap; the School boys are under discipline in the town, the town boys are not; 1029–1037. The tone of the school was high; there was an honorable and gentlemanly feeling in the School, a feeling of reprobation of lying and vice and anything mean; 1041–1042. A number of boys, neither boarding at the School nor at home, lodged with tradesmen in the town; over these the School has no control or discipline; but he never heard of any mischief resulting; it was merely an arrangement between the parents and those who kept the lodging house; 1043–1056. There was not much fagging at Shrewsbury; only the præpostors in his time, 12 in number, had the power of fagging; they exercised the power in moderation; believes the only fagging consisted in getting the fag master's breakfast; 1057–1064. Knows almost nothing of the School boarding houses; the lower Sixth Form used to complain of their reading rooms being close and hot in the evening; 1065–1678. The boys would sometimes complain of the quality of their meat; 1077–1082. Mode of spending Sunday; used to go to church with his parents in the morning; the rest of the day he was with the rest of the boys, the boarders; there was a lesson at 8 o'clock, chapel in the afternoon, and lessons in Scripture History, Greek Testament, History of the Reformation, &c.; town boys were with their parents in the evening; 1083–1104. Average School work occupied five hours, with three hours preparation in addition; 1105–1110. Never suffered in health from being overworked, nor heard of any one else suffering; 1111, 1112. There were private tutors in the School, rather as a private arrangement than as part of the School system; remembers only two instances in which such aid was resorted to, and that was for extra classical work in preparing for the University; many boys prepare for the Universities without the benefit of private tuition; the most brilliant boys had not private tuition; but if a boy thought he was not sufficiently prepared, he would have a private tutor; 1113–1122. Thinks the Shrewsbury boys go to the Universities with about the same amount of reading as other boys; 1123. Enumerates the classical books which he read at Shrewsbury before going to the University; 1124–1166. (*Mr. Thompson*:—You seem to have read about twice as much as the boys from any other school. (*The Witness*:—Probably a majority of the præpostors have read as much; 1144, 1145. Was five years at Shrewsbury, four under Dr. Kennedy; at the end of his fourth year he obtained an exhibition; does not think he was longer than ordinary under Dr. Kennedy; thinks Dr. Kennedy a consummate teacher, and attributes his success to the latter's personal teaching; 1167–1177 and 1217–1221. Mode of disposing of the exhibitions; position in the School determined by examinations, both of school work and holiday work; the head boy entitled to the exhibitions, unless there intervened the preferential claims of the son of a burgess of Shrewsbury, or the son of a person born in Shropshire; details as to the practice where there are more candidates than exhibitions; 1178–1217. The chief stimulant to industry at Shrewsbury is a desire for a high place at school; perhaps the list in gilt letters has its influence also; 1222–1225. Never heard complaint in reference to the cricket-ground or the want of a play-ground; 1226, 1227. Games; 1262–1269. Found no fault with the early school in winter, 7 o'clock; 1226–1232. Learned French; it was obligatory at school; knew a little French before he went to the school, and learned more at home than at school; 1233–1246. Some of his companions learned German; Dr. Kennedy gave them a course of lessons; these were continued till the boys got on far enough to continue by themselves, and then dropped; 1247, 1248. Geography and modern history, to what extent taught; 1249–1258 and 1262. There was a great deal of private general reading; newspapers, novels, reviews, Hallam; 1254–1261 and 1263. Cricket, football, 1264–1269. Very little flogging at Shrewsbury; out of 100 boys there would be only two or three floggings in a term; 1270–1279. Describes in detail the nature of the examination in each half-year; 1280–1307. Having left Shrewsbury three years, and looking back to the time he passed in the School, considers that the time he spent there, educationally speaking, was very well spent; he cannot suggest an improvement in the School; 1308–1310. School details; 1311–1331.

HAYCOCK, ALDERMAN. (*See* Evidence of Members of the Corporation of Shrewsbury, page 325.)

HUGHES, ALDERMAN. (*See* Evidence of Members of the Corporation of Shrewsbury, page 325.)

KENNEDY, THE REV. BENJAMIN H., D.D., Head Master of Shrewsbury School. (There were also examined at the same time, the REV. JOHN YARDLEY, Vicar of St. Chad's, Shrewsbury; the REV. E. C. L. WIGHTMAN, Vicar of St. Alkmund's; the REV. THOMAS B. LLOYD, Perpetual Curate of St. Mary's; T. W. TROUNCER, Esq., Mayor of Shrewsbury; and J. J. PEELE, Esq., Town Clerk and Bailiff of the Free School.) Page 313. SHREWSBURY

A memorial having been presented to the Commissioners, signed by four out of five of the Trustees of Dr. Millington's Charity, also by the Mayor of Shrewsbury and the Town Clerk and Bailiff of the Free School, the memorialists appear, and the witness, as their mouthpiece, explains their wishes: it was the intention of Dr. Millington, who was born in the town, and educated at the Shrewsbury School and Magdalen College, that the School and College should equally share the benefit of the estate; and one half having been alienated entirely from the Schools for the sole benefit of Magdalen College, they contend that the School has an equitable claim to the other moiety, although, by a decree of the Court of Chancery, the College now possesses three-fourths, and the School only one-fourth; 1, 2. Gave notice to Mr. Bright, Tutor of the College, of the intention to present the memorial, and expects opposition; offered, the year before last, to acquiesce in the surrender of the fellowships to Magdalen College, if the College would acquiesce in the surrender of the scholarships to Shrewsbury School, but this offer was officially declined on behalf of the College; 3–8. The Master of Magdalen College is the fifth Trustee of the School; he does not join in the memorial, nor has he been applied to for the purpose; 9–11. Are quite aware that the Commissioners have no power to give effect to the wishes of the memorialists; but think their recommendation may result in an Act of Parliament, as was the case with reference to the two Universities; 12–18. The Millington estate is let on lease at 250*l.* a year, probably at rack-rent; there is also an accumulated fund of 10,300*l.* consols; thus the estate is very nearly divisible into two parts, and the proposal of the memorialists is, let the College take the estate, and give the money for the benefit of Shrewsbury School, in such a way as the Commissioners may think proper to recommend and Parliament to sanction; the College have appropriated to themselves and alienated from the School two fellowships, which they have consolidated, and the memorialists ask that the four scholarships, of about equal value, instead of being appropriated to Magdalen College, should, for the benefit of the School, become exhibitions open to any college in either University; there cannot be a more respectable, well-conducted college than Magdalen, but it is one of the smallest in the University, and every parent who wishes to send his son to a public school, with a view to scholarships or exhibitions, would be more likely to send him to a school whence the further place of education was open to his choice; 19–51, and 538–541.

Further examined alone.

Has been Head Master of Shrewsbury School 26 years; 52, 53. The property of the School consists of the School buildings, Master's houses, tithes, a house at Grinshill, two chief rents, and money in the funds; the latter, 9000*l.*, forms part of the school estate, and 3000*l.* of it is set apart by the Trustees for the purchase of a junior house and studies; 54, 55. Shrewsbury School founded by letters patent of Edward VI., 1551, addressed to the bailiff and burgesses of Shrewsbury and giving them certain tithes to found a School, entitled, "*Libera Schola Grammaticalis Regis Edwardi Sixti*;" there has since, been a change in the constitution of the Trustees, the bailiffs and burgesses having ceased to have any share in the goverment of the School; 56–61. Has argued that "*Libera Schola*" means, exempt by royal grant from other superiority; an attempt to controvert the argument was made by Mr. Grady, a barrister; the argument was raised in an antiquarian, not in any practical view, except in so far that if recognised as valid it took away the power of raising a grievance which some people are fond of exercising; 62–65. Mentions some arrangements between the school and corporation resulting in the 38 Geo. III., a main feature of which is "the gift of the right of gratuitous instruc- "tion to all sons of burgesses," but this provision has been greatly modified by the Municipal Reform Act of 1835, which is diminishing the number of old burgesses; at present the number of burgesses' sons is about 25 out of 131; the number was 65 when he became Head Master; it has been as low as 13 or 14; attributes the diminution to the falling off in the number of burgesses, 66–77. Examination as to the new "scheme:" the Act of Parliament declared that any surplus revenue should be expended in the creation of new exhibitions, and an exhibition of 100*l.*, more valuable than the rest, in honour of Dr. Butler, was so created; the Trustees petitioned the Court of Chancery for a scheme for the distribution of the surplus to other objects, one being the improvement of the living; the late Sir Lancelot Shadwell, the Vice-Chancellor at the time, refused his sanction and dismissed the petition, but Lord Cottenham, whose bias was known to be in favour of extending the power of the Court of Chancery as much as possible, reversed the decision of the Vice-Chancellor, and sent the scheme to the Master for revision, deciding in fact that the Court of Chancery had power to frame a scheme over-riding the Act of Parliament; one result was the reduction of the Butler exhibition to 50*l.*; 78–91. Lord Powis and the Careswell Trustees opened their

SHREWSBURY.

KENNEDY, The Rev. BENJAMIN H., D.D.—*cont.*

exhibitions, with good results; 92–98. Generally, the "scheme" is acted upon; it is not with regard to the particular examination it requires; exhibitions, about two a year, are given according to the result of the school examination, conducted by himself, not according to the special examination provided by the "scheme;" should a boy challenge his decision, or should there be more candidates than exhibitions, the special examination must then take place; 99–117. Once, in 1840, a contest actually occurred, and a special examination was made by a Cambridge man; 118, 119. There is scarcely anything like selection; the boys know each other's strength from the school examination; there was no boy in the school who would have thought of offering himself in competition with the boy who got the exhibition last October twelvemonth; a few years ago, there were four candidates for three exhibitions, and he intended to ask the Trustees to appoint an examiner, but the boys talked the matter over among themselves, and one of them withdrew his name; in fact the school examination operates as an examination for the exhibitions; it brings out the boys fittest for the exhibitions; 120–130. A burgess's son, if qualified, has a preferential claim over a Shrewsbury boy, and the latter over a Shropshire boy; years ago, one of the present Trustees, offered himself for an exhibition; he was a burgess's son, but not being born within the limits of the borough could only claim as a Shropshire boy; he was opposed by a burgess's son, born within the borough, and who would have had the preferential claim, but witness refused to certify competency, and the other boy obtained the exhibition and distinguished himself at the University; 131–136. The scheme provides that all the exhibitions, except the six at the head of the list, shall be open to all Colleges and Halls in Oxford and Cambridge, that is when any shall be created; further details on this subject; 137–150. Scheme provision as to the playground, library, and prizes; 151, 152. A class feeling exists at Shrewsbury as it must always exist where two classes mix in a School, but it does not exist here more than in other places; his own wish has always been to promote the best feeling between boarders and day-scholars; among the day-scholars are the sons of tradesmen, not small tradesmen, this class is more apt to join the non-collegiate class; the day boys have an equal right to the playgrounds with the boarders, but they do not use them equally; they come at lesson hours and go home after lessons; the two classes are about equal in numbers at present; 288–299 and 666–673. Some gentlemen of Shrewsbury send their sons to the School as boarders, for the purpose of giving them the full advantage of English public school life; others deem it wise to send their children further from home; is of the latter opinion; 300–301. A free burgess's boy pays nothing; other boys 15 guineas each; but the fee is often remitted in favour of the sons of poor clergymen; 153–156 and 283, 284. The income of the Under Master is about 500*l.* or 600*l.* a year; the Senior Assistant Master 225*l.*, the Second Assistant Master, 200*l.*; the Mathematical Master, 340*l.*; the French Master 340*l.*; and the writing Master, 125*l.*; private lessons, boarders, and supply of stationery give some addition to these incomes; 157–171, and 198–200. Charge for private lessons, 286, 287. Is able to work the School satisfactorily with the means which these salaries place at his disposal, but would be glad to increase them; has not been able to obtain men of such first-rate University distinction as Harrow and Rugby, where the Masters have houses and the profits of houses, but nevertheless has been at no loss for good Masters; more details as to the Masters; 172–185. The French Master's position is the same as that of the other Masters, except as to dress; not being a University man he does not wear the University dress; the Bishop of Lichfield offered to ordain him, but he declined; he is as much respected as the classical masters; he is an Englishman, but was educated at Paris and Baden-Baden; French the only modern language taught in school, but Mr. Bentley gives private lessons in German; 186–194. Houses and lodgings for the Masters, and dinners, 195–197. Duty of tutor to give supplementary teaching out of school; analogous to the private tutorial system of other schools; has not found at Shrewsbury that a boy able and desirous to do himself justice in the school needs assistance out of it, but there will be boys to whom such assistance may be desirable; had six years' experience at Harrow where the tutorial system prevails, but was not disposed to introduce it at Shrewsbury; 201–212, 238, 239, and 542–546. Describes the non-collegiate class; established five years ago to meet the wants of those who do not intend to send their sons to a University; the boys are incorporated with the School generally, take their status according to Latin, and do all the Latin lessons in their class; but when the Greek comes, instead of Greek and original Latin composition, the non-collegiate boys would be put to modern languages, history, English composition, and additional mathematics, and what, if there were more of it, he might call "physical science"; there are 18 or 20 such non-collegiate boys; it does not follow that all the rest are going to College, but in their case the parents are willing that the usual course should be followed; thinks the system works tolerably well; the non-collegiate boys have a fair education, and will be tolerably well prepared for the profession to which they devote themselves; 213–226, 232–237, and 549–550. Gives an exceptional instance (see 853–861, in evidence of Mr. Calvert,) of the re-transfer of a boy from this class to the collegiate school; 227–230. The non-

KENNEDY, The Rev. BENJAMIN H., D.D.—*cont.*

collegiate boys are not looked upon by their school-fellows differently from the rest; one or two of them are remarkably intelligent boys; but some of them are the idle boys of the School; 231. There was no special master for mathematics till three years after witness came to Shrewsbury; mathematics were taught as an accomplishment, but they were not regarded as essential, nor part of the curriculum; now they are; 240-244, Introduced French voluntarily before the "scheme" required it; it is compulsory on all but the præpostors who require to concentrate their forces on their class-work, but even these would be recommended to keep up their French; 244-255. Twelve is the nominal number of præpostors; a præpostor is never deprived of rank, even when beaten in examination; 20 marks difference required to change the place of a præpostor, 50 a head boy; a boy might be a præpostor three or four years; 249-251. A little German taught in the School; 253, 254. From 20 to 25 boys a proper number to one master, 256–258. At present the Trustees of the School are self-elected, and St. John's College has the appointment of Head Master; thinks it would be advantageous if the Trustees, the Governing Body at present consisting of 12 or 13 members, were partly self-elected and partly nominated; he would like to see power given to St. John's to nominate three Trustees, and the Corporation of Shrewsbury three others; 259–262, and 265–269. The direction of the studies of the school is vested in the Head Master absolutely by the Act; but the "scheme" has modified his power; the Under Masters sup with him on Saturdays, when they talk over the affairs of the School; is cognizant of all the books and work of the school; 263, 264, 270–272, 326–328, and 449–454. All the masters, except the Modern Language Master, are University men, and generally they have been clergymen; hardly ever gets a clergyman to begin with, but the Bishop of Lichfield is good enough to take the mastership as a title for orders, and the masters are glad to be ordained; desirable to have more than one clergyman in the School, as the Sunday service and morning prayers have to be read, and if one clergyman is not well there is another to take his place; 273–276. The Head or Second Master can only be removed on good cause and with the approbation of the Bishop of Lichfield; 277–280. Provision and practice as to pensions; 281, 282. Boys are removed from one boarding house to another as they advance in years; they are kept in order in the junior houses by a sort of monitorial authority; 302–304. Diet uniform: bread and butter and tea (with sugar and milk) for breakfast and tea, and two meats, vegetables, bread, and table beer (with pudding and tart four days a week) for dinner; does not object to meat twice a day, but does not see how to give it for the same terms; meat twice a day has never been the custom at Shrewsbury, and considering how many generations of boys have gone on without it, cannot say it is absolutely necessary; in his own time the boys had no tea, but only bread and cheese and milk for the evening meal; the health of the boys is remarkably good; there has not been a boy in the sick room this half year; 305–311. About three years after he became Head Master he introduced the cap as a police regulation, and considers it to have had a most important moral tendency; persons in any part of the town have no longer an excuse for supplying a boy with or abetting him in anything contrary to morality and discipline, and he believes that boys have more self-respect when certain they are known as members of the School; is certain that good has resulted; 312–316. A few boys live in the town with respectable persons to whom their parents have chosen to confide them, and attend the School as day scholars; the masters assume no responsibility for such boys out of school hours; they are desired not to wear the school cap except in the way to and from school; they are not allowed to wear the cap except when under discipline; if told that such a boy was seen smoking, or going into a public-house, he would write a letter to the parent desiring the boy to be removed, unless it was quite certain that he had committed such offence for the last time; 318–324. In such a case, a præpostor (who may be a town boy) might interfere; 322–325. The boys who come to Shrewsbury for a finish for the sake of a public school education are generally sons of Welch country squires or Lancashire manufacturers; they come at rather an advanced age, and are generally satisfied if they get into the Fifth Form; 329–331. Last year the number of boys reached 141; it has fallen off a little this year; has no doubt that the falling off in numbers has been caused by the foundation of so many proprietary schools; 332, 333. The condition of the old buildings and the want of proper accommodation may have had something to do with it; Mr. Bather, one of the Trustees, himself an old Shrewsbury man, is of that opinion, and perhaps he is right; old Shrewsbury men in general do not send their sons to the School; a recollection of the discomforts they themselves endured at Shrewsbury may perhaps be a cause; about the time he took Shrewsbury, Rugby (under Arnold) and Harrow made a great start, but Shrewsbury had been most interfered with by Marlborough, Rossall, and Cheltenham, more especially the latter; 334–339.

Further examined.

Explains "merit money:" all the marks given for work, good exercises, punctuality, at chapel, &c., are considered monthly, and, if deserved, merit money is awarded, according

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to the boy's place in the School; the maximum for the head boy is a half-guinea, the præpostors 6*s.*, the Lower Sixth and Upper Fifth 5*s.*, the Lower Fifth 4*s.*; then it goes down to 3*s.* 6*d.*, and for the little boys to a half-crown; the maximum given only for all the highest marks; the minimum goes as low as 1*s.*, or in the case of a very little boy, 6*d.*; the system introduced by Dr. Butler; 433–436. No rule as to age on admission; it is a matter of discretion; a new boy is placed in any remove for which he is deemed fit; sometimes, for the good of the School and his own good, a boy's age and size give him a remove to a higher place; if fit for it, a new boy may be placed in the Lower Sixth, but it does not occur oftener than once a year, and he is never made a præpostor; boys fit for the Lower Sixth come generally from small grammar schools; this practice is peculiar to Shrewsbury, and the unreserved promotion of merit is perhaps one cause of Shrewsbury success; 437–446. Some of these boys have turned out first-rate scholars; names one who was placed in the Sixth Form at first; he was 16, and soon rose to be a præpostor, after two and a half years at school, he went to Cambridge, where he was 15th Wrangler, bracketed senior classic with a schoolfellow, and senior medallist; 447, 448. The Head Master has power to modify the course of study and change the books, but heseldom exercises it, the expense being an important matter, especially with the day scholars; the Under Masters have not the power; 449–451. Prepared a Latin and a Greek grammar; Mr. Holmes's success with these books, his career very brilliant at Cambridge, where in his first year he gained the University scholarship, three Porson prizes, and numerous other distinctions; 452. Promotions mainly by proficiency; 455–460. Attention paid to English composition, by demanding elegance in the translation from Latin and Greek; English etymologies; English verse composition neglected for want of time, but Milton sometimes resorted to, and boys occasionally write English poetry out of school hours; 461–474. Private reading of English literature; 470. *Vivâ voce* translation from Greek into English, and from English into Latin practised; translating a page of Gibbon into Latin would be one of the hardest things you could give a Sixth Form to do; with preparation, he would do it; 475–483. Reasons for introducing it; 484–486. Repetition of Latin prose essential to the formation of a good Latin style; Latin repetition practised; Greek repetition not in use, for want of time; mode of teaching Greek; 487–498. French not considered in the general examinations, partly because there is not time to attain proficiency, partly because at the Universities there is a desire for boys who are strong in some one subject, such as classics or mathematics rather than those who have obtained moderate proficiency in several; but prizes are given for French on a level with other prizes in the school, *e.g.*, the works of Molière well bound in two octavo volumes; 499–501 and 507–509. Welch boys least successful in learning French; 506. Mode of teaching history; 502–506. Details as to examinations and prizes; 510–518 and 533–535. The Careswell exhibition; examiner appointed by the Dean of Christ Church; the Trustees adopted the recommendation of the masters and threw their exhibition open; they had some surplus revenue, and they established a prize open to the six schools without limitation of county; would prefer that no preference should be given to Shropshire in the exhibitions; such preferences are prejudicial to the School; there are 14 exhibitions appropriated to this and five other Shropshire schools; one has four, some have three, some two; if they can find a competent candidate for an exhibition they have a right to it; Shiffnall and Donnington never send candidates; there are few from Bridgnorth; Newport and Wem generally have candidates; if any one of the schools has no candidate the exhibitions are thrown open to the other five schools, and Shrewsbury generally obtains them, but not without exception; 519–532 and 536, 537. More on this subject; 538–541. The ordinary school work in classics and mathematics is sufficient to ensure success in competitive examinations to an able and attentive boy; India, Woolwich, and Civil Service examinations; 557–559. Libraries; 560–566. Choral service established and given up; 567–569. Music; 576–579. School of Design and Drawing; attended chiefly by the non-collegiate boys; 570–575. Boys who have no penal marks during the half allowed to go home on the Saturday previous to the Wednesday which begins the holidays; the system peculiar to Shrewsbury; nothing the boys value so much as going home a few days earlier; the result is good; as many as 20 have had the privilege; this half the number is 14 or 15; 580–582. Half holidays earned by good conduct also; 585, 586. Punishment of writing out; 583–584. Other punishments; flogging reserved for offences of a moral character or serious breaches of discipline; no literary faults so punished unless they assume an aspect of moral guilt; no merely stupid boy is in danger of flogging; the flogging is administered in the school-library in the presence of the monitor of the form, and where a signal example is requisite in the presence of the whole school; is always loth to flog a boy of advanced age, but has sometimes flogged a boy in compassion to him or his father to save his expulsion; on an average there would be half a dozen cases of flogging in the half year; has passed through a half year without a single flogging; sometimes a Fifth Form boy is flogged, but practically flogging is confined to the lower boys; 587–597. Falsehood and smoking, both liable to flogging; evidence as to smoking; an illustrative anecdote; 600–604.

KENNEDY, The Rev. BENJAMIN H., D.D.—*cont.*

Bullying considered a grave offence; there is very little of it; the feeling of the upper boys against it; 598, 599. The præpostors obtain their rank by literary merit only; they are the first twelve in the Sixth Form; if other boys get above them in the remove on examination, the præpostor would still keep his office, unless degradation became necessary from other causes; 605–607. They are allowed to wear a hat as a proof of confidence; 608–611. Going out of bounds; 600 and 610, 611. A compromise between the præpostors and himself relative to the game of "hounds," and the "leaving" breakfast at an inn; the "hounds" was confined to the space within the river, and the leaving breakfast and "hounds" dinner removed from the inn to the pastry-cook's, wine, spirits, and strong ale being prohibited, and bitter beer alone permitted; the præpostors held out for some days, and then gave in their concession; 612–621. The monitorial power at Shrewsbury vests in the præpostors; there are 12 of them at present; details as to their power of inflicting punishment; 622–632. Compulsory foot ball a regulation of the boys themselves; 633–635. Fagging not extensive or menial; two of the lesser boys keep goal at foot ball, and the rest join in the games; 636–645. The holiday system remains as he found it; holiday tasks; 646–661. The holidays will probably be abridged; 652. Being told that the town council had complained that morning of the inconveniently early commencement of the school, at half past seven, for Shrewsbury boys living at some distance from the School, he states the difficulties attendant on the case, and what he has done by way of remedy; 654-664. Time for play; size of the playground, racket court, and cricket ground; the question as to the social relations of the boarders and day boys revived; 665–673. Swimming, drilling, rifle corps declining, games expensive, taxation for them is in hands of head boy; 674–687. Partaking of the Holy Communion voluntary; it is well attended; never talks on the subject individually unless the boy seeks it; 688–690. Value of a university education in public opinion diminishing; people ask what bearing classics have on money making; considers classics and mathematics the elements of liberal education; 691–693. A further development in the direction of English, French, and German, he would call a liberal "non-collegiate education;" 694. Considers Latin the proper basis of a public school liberal education, and that its development is in the direction of Greek on the one hand and modern languages on the other, as far as languages is concerned; considers mathematical training a proper complement to both; 695–698. Does not consider physical science as furnishing a basis of education at all; considers it rather as an assemblage of facts, than as supplying principles; it would be better as an adjunct to a course of education than as a part of elementary teaching; it might act as a kind of discipline of the senses not of the mind; 699–706. Suggests that a number of needy boys might be added to the list of the burgesses' sons, as that list naturally diminishes by the operation of the Municipal Reform Act, so that a number, to be fixed, might continue to receive a gratuitous education, fitting them, if of ability and good conduct, for the learned professions; 707–710. Reasons for success of Shrewsbury men at Cambridge, and not at Oxford; 711–716. Time consumed in school work; 717–722.

Letter from DR. KENNEDY, showing the various improvements and comforts introduced into the Shrewsbury Schoo since 1836, explanatory of his examination in 335–339; p. 350.

LLOYD, the REV. THOMAS B. (*See* Evidence of Dr. Kennedy, and others, page 313.)

LLOYD, W. BUTLER, ESQ. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

LOXDALE, JOHN, ESQ. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

NORTON, COUNCILLOR. (*See* Evidence of the Corporation of Shrewsbury, page 325.)

PARRY, COUNCILLOR. (*See* Evidence of the Corporation of Shrewsbury, page 325.)

PEELE, J. J., ESQ., Town Clerk of Shrewsbury, and Bailiff Treasurer of the Schools. (*See* Evidence of Dr. Kennedy, and others, page 313.)

Further examined with the Corporation of Shrewsbury, page 325.

Further examined with the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.

Further examined alone, page 343.

Is Bailiff and Treasurer of Shrewsbury School; 786. The property of the School consists of the School buildings, Master's houses, tithes, freehold house at Grinshill, two chief rents, and money in the funds; the money arises from savings of surplus income, out of which additional exhibitions have from time to time been founded, and an additional provision made for clerical duties, leaving an existing balance amounting to 9,000*l.*; 787, 788. There has been a surplus of 200*l.* or 300*l.* every year except one, when a new "scheme," propounded by the Trustees to Chancery, was litigated at a cost of 1,000*l.*; 789. The Trustees promoted the scheme, the objects of which were to make alterations in the exhibitions both as to period and amount, to increase the stipends of the clergy,

SHREWSBURY. PEELE, J. J., Esq.—*cont.*

and to provide residences for the incumbents of the School livings; the present Master of the Rolls, who was Solicitor-General at the time, advised the application; the Vice-Chancellor, Sir L. Shadwell, decided that there was no jurisdiction, as the object was to override some provisions of an Act of Parliament; but the Lord Chancellor (Cottenham) reversed that decision, granted the prayer of the petition, and a reference was made to the Master, and a new scheme framed, which was approved by the Court; believes the scheme is in partial opposition to the special Act of Parliament; 790–807. No money has been paid to an examiner under the "scheme," nor to Dr. Kennedy for books, nor has a playground been provided by the Trustees, nor have the exhibitions in the University been opened; 808–816. Commutation of tithes has benefited the School by preventing litigation; 817, 818. No gratuitous education or preference claim to exhibitions, for the sons of burgesses, is provided in the grants of Edward VI, or Elizabeth; their only privilege in the ordinances of Ashton, in the reign of the latter, was admission at half the entrance fee paid by other residents; the preferential rights to the exhibitions are recognized in ancient documents, but there is nothing concerning the free education of the sons of burgesses till the Act of Parliament; when the burgesses gave up the Trusteeship and other matters, they probably stipulated for a free education for their sons, and for a first claim to benefices and Founder's exhibitions; further details on this and other points; 819–831. Opinions as to the best mode of enlarging and improving the School; disapproves of the suggestion that 25,000*l.* should be borrowed on debentures; doubts whether the money could be obtained in that way; after the completion of the purchase of the Rev. Mr. Butler's houses and land, there will remain 6,000*l.* for improvements, and this he would use, at the same time appealing for donations and assistance to old Shrewsbury men; 832–843.

SHREWSBURY, Corporation of, page 325.

Mr. Trouncer, the Mayor, hands in a memorial from the Corporation to the Commissioners, suggesting improvements in the School, and asking opportunity for suggestions as to exhibitions, fellowships, and scholarships. *Mr. Southam.*—Has resided in Shrewsbury nearly all his life, and has a very large family, but cannot send his sons to the School without paying the same fee as a stranger; being one of the largest ratepayers in the town, thinks he ought to have his sons educated gratuitously, or on payment of a small fee; another disadvantage of Shrewsbury is, that the existence of this School prevents the opening of other schools for the middle classes; is not one of the burgesses, but thinks the residents entitled to the same privileges as the burgesses, who are a diminishing body. (*Mr. Peele* explains that formerly any respectable inhabitant was made a burgess on payment of a fee of 10 or 15 guineas, but this was stopped by the Municipal Corporation Act; 339–344. (*Mr. Southam* wishes for a classical, but not a college education; does not know whether the non-collegiate class in the School would meet his wishes; feels that while there is education provided for the upper and lower classes, there is none for the middle; objects to the early school in winter; thinks a fee of 5 guineas a year, instead of 15, would meet the expense not borne by the foundation; 345–362. The subject pursued at length; 368–396. (*Mr. Peele* further explains the burgess right; a descendant of a burgess, a person who has served seven years to an incorporated trade of the town, or one born within the ancient liberties, may take up his burgesssship, and his son, if born in the town, would have the privilege of gratuitous education; the incumbent of one of the parishes came to Shrewsbury with several sons, and it was stated to him that his ancestors, some generations before, had been sworn burgesses; his pedigree was proved, he was sworn a burgess, and his sons were admitted to the School; 363–367. (*Mr. E. Hughes* has two sons at the School, one in the classical, the other in the non-collegiate school, and is satisfied; still agrees with Mr. Southam that the non-collegiate School might be improved; so long as the burgesses' rights are preserved, the burgesses would not object to extend the School, by capitation or otherwise, to all who claimed the benefit; there are about 380 burgesses' sons entitled to the privileges of the School, and in the county probably many thousands; was a Shrewsbury boy himself, under Dr. Butler; the education in his time was classical only; does not regret the time he spent there; on the contrary, owes his position in the town to it; still, an important part of his education was neglected; when he left school he did not know that 2 and 2 made 4; an improvement had since taken place, but even now there was not enough arithmetic taught; 396–405. (*Mr. J. H. Edwards* expresses his opinion of various town and

SHREWSBURY, Corporation of.—*cont.*

school matters; describes the school he wants to see established. (*Lord Clarendon.*—Pretty much Dr. Kennedy's non-collegiate education. (*Mr. Edwards.* — Pretty much. Opinion as to Shrewsbury School preventing the establishment of other schools at Shrewsbury; objects to the early school in winter; 405–432.

SHREWSBURY SCHOOL; the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.

Concur in an opinion expressed by Lord Clarendon that the state of the buildings at Shrewsbury is the operative cause of the decline of the School; however attached they may be to the School from certain reminiscences, there are reminiscences of another character which deter parents from sending their sons to a place where they themselves suffered from want of accommodation; 723–725. (*Mr. Peele.*— The Trustees have applied to the Charity Commissioners to sanction a purchase of some property from the Rev. Mr. Butler and the plan of Mr. Christian, architect, for making the new property as well as the old available for the School, using the funded surplus revenues of between 9,000*l.* and 10,000*l.* for the purpose, and the Commissioners have treated the application favourably, but the matter is in abeyance pending the present enquiry; 726–729. (*Mr. Warter.*—The scheme at present is to build a new Second Master's house, that being in the worst state, but the architect's plan embraces the Head Master's house also, with accommodation for 80 boarders; 729–734. Borrowing money for improvements impracticable; 735–742. (*Mr. Bather.*—It was suggested that the Trustees should make an appeal to old Shrewsbury men to contribute towards the expenses; thinks this would realize several thousand pounds; suggests new arrangements with regard to the boarding houses; when he was at the School there were 301 boys in it; the highest number of late has been 140. (*Mr. J. Lloyd.*—At one time there were 285 boarders; 743–758. Opinions as to fees and salaries; 759–764. (*Mr. Bather.*—With regard to the non-collegiate class, feels, as a Trustee, that he ought to object; under the present scheme it could not be carried out; the scheme states what shall be taught in the school, and the Trustees do not see what right the Master had to make exception as to one part of it; he might as well leave out the Church Catechism or the Liturgy as Greek and Latin composition; there are certain things coming in, as the arts and sciences, which may be taught or not, but the things stated in the first part of the scheme are compulsory on the Masters to teach, and they have no right to omit anything; their duty is to teach Greek and Latin to every boy who comes to the School, and omitting the Greek destroys the character of the School. (*The Mayor.*—Thinks Dr. Kennedy's alteration is a great improvement. (*Lord Lyttelton.*—The question is whether it is legal or not. (*Mr. Warter.*—After the non-collegiate class had been started, it struck Dr. Kennedy that he had no authority to do it by the clause, and he submitted the difficulty to the Trustees, who declined to interfere. (*Mr. Bather* looks upon this class as the thin edge of the wedge, which, if driven home, would convert a classical into a commercial school; 764–773. The Trustees have neglected to carry out the examination by an examiner appointed by the Bishop of Lichfield, as required by the scheme, but substantially perhaps the work is done by the examination of Dr. Kennedy, and no bad results follow; as a precedent the neglect is as bad as can be; the subject pursued; 774–780. (*Mr. Peele.*—The burgesses attach great importance to their preferential claims to exhibitions; 781, 782. Item of "arrears" explained; one or two of the great tithe owners had not paid in time but paid afterwards; 783. (*Mr. Warter.*—Physical sciences have not been considered by the Trustees; thinks the majority would be in favour of the teaching; 784, 785.

SOUTHAM, COUNCILLOR. (*See* Evidence of Corporation of Shrewsbury, page 325.)

TROUNCER, J. W., ESQ., Mayor of Shrewsbury. (*See* Evidence of Dr. Kennedy and others, page 313; *see also* Evidence of the Corporation of Shrewsbury, page 325; *see also* Evidence of Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

WARTER, the REV. EDWARD. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

WIGHTMAN, REV. E. C. L., Vicar of St. Alkmund's. (*See* Evidence of Dr. Kennedy and others, page 313.)

YARDLEY, the REV. JOHN, Vicar of St. Chad's, Shrewsbury. (*See* Evidence of Dr. Kennedy and others, page 313.)

MINUTES OF EVIDENCE

GENERAL EVIDENCE.

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Victoria Street, Monday, 17th November 1862.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir S. Northcote.	

The EARL OF CLARENDON in the Chair.

GENERAL EVIDENCE.

W. B. Carpenter, Esq., M.D.

17 Nov. 1862.

W. B. Carpenter, Esq., M.D., F.R.S., called in and examined.

1. (*Lord Clarendon.*) I believe, Dr. Carpenter, you are the Registrar of the London University?—I am.

2. How long have you been Registrar?—Six years.

3. I believe you are likewise a member of the Council of the Royal Society?—Yes.

4. As you have very kindly consented to give us your opinion on certain matters connected with the subject of our inquiry, and particularly with reference to the natural sciences, I would beg leave in the first place to ask you what are the subjects, some acquaintance with which is essential for matriculation at the London University, and how far an elementary knowledge of the sciences is necessary for matriculation?—An elementary knowledge of the physical sciences is required to the extent which you will find in the programme before you.

5. (*Mr. Thompson.*) I see it says, "The knowledge "of these subjects is such as may be attained by at- "tending a course of experimental lectures" ?—Yes. It is not intended that any of those subjects should be treated mathematically, but there must be simply a knowledge of the facts, and the laws of those facts; for example, the laws of motion, the composition of forces, and the principles of the action of the simple machines, the centre of gravity, and the law of the motion of falling bodies. It is required that the candidate should be acquainted with those as facts of nature,—not with the mathematical demonstration of the laws, but simply with the laws, and that he should be able to apply those laws. The questions which are asked are not merely what are the laws, but questions involving the application of those laws to cases which may not have been within the knowledge of the student.

6. (*Lord Clarendon.*) How would you draw the line between those facts and the mathematical demonstration of them?—The composition and resolution of forces, for example, treated mathematically, requires an advanced knowledge of mathematics; but the general fact that a body acted on by two forces in different directions will move in a diagonal line which expresses the result of those two forces, and the mode in which that fact is applied in the common occurrences of life, such as, for instance, rowing a boat across the stream with a tidal current, are subjects of examination with which the candidate is expected to be conversant. So again, with the pressure of liquids and gases, and the knowledge of what specific gravity means, and of how specific gravity may be ascertained; with the principle of the action of the barometer, the syphon, the common pump, the forcing pump, and the air pump. In acoustics he should be able to explain the nature of sound, and to answer all the elementary questions in regard to echoes and the rate of the transmission of sound, but without any mathematical treatment of those subjects. In optics he is expected to understand the laws of reflection and refraction, and the formation of images by simple lenses. Questions are asked to test the candidate's knowledge of those laws, and his power of applying them, but not going into the higher departments of optics. Under the head of Chemistry, the candidate is required to have studied the phenomena and laws of heat, the sources of heat, the general effect of the expansion of bodies, the action of the thermometer, and the relation between the different scales in common use. Such questions are frequently asked, as, for instance, "convert 60° of Fahrenheit into the corresponding "degree of a Réaumur or a Centigrade thermometer." This is useful to every person who reads foreign scientific books; as these express temperatures in degrees of the Centigrade scale, with the exception of those that give them in Réaumur. Then there is the difference between the temperature and quantity of heat, the doctrines of specific and latent heat, and the various modes of measuring heat, the action of heat on the condition of bodies producing liquefaction, ebullition, and evaporation, the doctrines of conduction, convection, and radiation of heat; all these being subjects a knowledge of which is applicable in all the familiar concerns of life. The requirements in Chemistry (strictly so called) are limited to the non-metallic elements. Formerly a wider range was taken, but it was found that it was practically better to limit the requirements to the non-metallic elements, and to expect a higher range of knowledge in them; because every student in chemistry necessarily commences with the non-metallic elements, such as oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur, phosphorus,

GENERAL EVIDENCE.

W. B. Carpenter, Esq., M.D.

17 Nov. 1862.

and silicon. In every course of chemistry these are always the first subjects of discussion; and it is in regard to the properties of those substances and their combinations that the laws of chemical action are first elicited. Then there is the doctrine of combining proportions by weight and by volume; the general nature of acids, bases, and salts; symbols, and nomenclature. These are the subjects first treated of; and therefore it was thought best to require a better and more thorough knowledge on those subjects, than a more vague and discursive knowledge of a larger range of subjects. Then, as connected with the foregoing, and as having very important and practical applications, there is the constitution of the atmosphere with the effects of animal and vegetable life on its composition; and, further, the phenomena of combustion, the structure and properties of flame, and the nature and properties of ordinary fuel. These have practical applications in common life, which every person should be prepared to understand scientifically. So again with regard to water, the chemical peculiarities of natural waters, and then the most important compounds of the non-metallic substances, carbonic acid, the oxides and acids of nitrogen, ammonia, olefiant gas, marsh gas, sulphurous and sulphuric acids, and sulphuretted hydrogen, are named as subjects of which every well educated person ought to know something. So, again, with hydrochloric acid, phosphoric acid, phosphuretted hydrogen, and silica.—I think the view of the Senate in forming this programme was not only that the knowledge here exacted would be a most valuable basis to the more extended study of the subject; but that in itself it would be very valuable for every person who desires to proceed to the degrees of the University to obtain *in limine* this knowledge, and thus to have his mind brought in contact with chemical facts and chemical principles.

7. This preliminary knowledge, then, to which you have called our attention, is that which is required in these different subjects, for Matriculation?—Yes.

8. In all these subjects?—Yes. I should explain perhaps that this Matriculation examination is the entrance examination of the University, which every candidate is required to go through, whatever may be his ulterior destination. There are three faculties in which he may proceed—Arts, Science, and Medicine; and all candidates pass the same matriculation examination.

9. Do many of the young men who have passed through our great public schools apply for admission into the London University?—Not any large proportion. They more frequently come from the proprietary schools. I presume you are speaking of such schools as Harrow, Eton, Winchester, and Westminster?

10. Yes?—A much larger proportion come up from the various proprietary schools. Several come to us from Marlborough College, which is, I think, a school for the sons of the clergy.

(*Lord Devon.*) Not exclusively.

(*Dr. Carpenter.*) A good many come from that, but very few from either Eton, Harrow, or Rugby.

11. (*Lord Clarendon.*) Do you find that the young men coming up to you from proprietary or private schools are generally prepared to pass their matriculation in the subjects of which you have just given us a list?—Yes, very generally. I cannot say how far they are prepared by courses of instruction given in the schools; but the rejections in those subjects are not larger in proportion than they are in other subjects, mathematics and history for instance.

12. In fact, it being known that an elementary knowledge of those subjects is required for matriculation, the boys are prepared?—Yes.

13. But you do not know whether they are prepared for the London University at the schools, or whether there is some intermediate tuition that they have the benefit of?—I know in regard to some public schools, University College school for instance, that there are regular courses of instruction. In many private schools which regularly send up candidates for matriculation, I know that there are regular courses of instruction; but I cannot say with regard to the general body of proprietary schools whether such is the case.

14. Do you happen to know whether in the examination for matriculation in classics more is required from young men at the London University than is required at Oxford and Cambridge?—Do you mean at the matriculation at Oxford or Cambridge?

15. Yes?—That I believe varies very much with the different Colleges. At some Colleges it is very slight. At Balliol College, on the other hand, it is a very severe examination, almost like a scholarship examination. Ours is much more severe, however, than at many colleges; I might say that it is fully upon a par with the "middle-class" examinations of Oxford and Cambridge, because we have had many candidates who have gone to both.

16. You are speaking of matriculation?—Yes; the amount of classics required at our matriculation examination is as much as is required at the senior middle-class examination.

17. (*Sir S. Northcote.*) Do you mean the examination for the degree of A.A.?—Yes. There is a senior and a junior examination. We have had several candidates who have passed that examination and who have come up afterwards to ours, and they have said that ours is quite as strict.

18. (*Lord Clarendon.*) That is in classics?—Yes.

19. (*Mr. Vaughan.*) Who is the classical examiner for the matriculation?—At the present time Dr. William Smith and Mr. Blakesley.

20. (*Lord Clarendon.*) Will you give me leave to ask your opinion as to the ability of graduates who have taken degrees in Science, as compared with those who have taken degrees in Arts?—Our scientific degrees are of too short standing to enable me to give an opinion.

21. You mean to say that the degree in science is but recently instituted?—Yes, it is a new degree. I might perhaps make a remark in regard to the relative character of our graduates in Medicine, because our training of medical graduates is essentially a scientific one. We lay very great stress on the scientific proficiency in Chemistry, Anatomy, and Physiology, as a basis for its practical applications in Medicine, Surgery, and Midwifery; and this scientific part of the curriculum, which lasts two years, may be considered as the equivalent of the Arts curriculum, of which the duration is the same. Taken in connection with the matriculation examination which precedes it, the first portion of the M.B. curriculum may be considered as very closely representing that of a Cambridge B.A. who "goes out" in Science. It is quite conceded by all who are acquainted with the University of London that its Medical graduates take a decidedly higher stand as a body than its Arts graduates; and that the *prestige* of the University of London rests very much on the character and attainments of its Medical graduates. I could state various facts which show that our Medical graduates are now coming to take the highest position in the medical profession for their standing; the physician to the Queen, for instance, is one of our graduates.

22. Have you been able to form any opinion as to the use of the physical sciences as a training of the mind as compared with pure mathematics?—I think that their function is quite different. I think that each is a supplement to the other. I should be very sorry to see either left out. It appears to me that the use of the physical sciences is to train a class of mental faculties which are ignored, so to speak, by a purely classical or a purely mathematical training, or by both combined. The observation of external phenomena, and the exercise of the reasoning faculties upon such phenomena, are matters altogether left out of the ordinary public school education. I am speaking of schools in which classics and mathematics are the sole means of mental discipline. Mathematical train-

ing is limited to one very special kind of mental action.

23. In the schools?—I mean that mathematical training exercises the mind most strenuously in a very narrow groove, so to speak. It starts with axioms which have nothing to do with external phenomena, but which the mind finds in itself; and the whole science of mathematics may be evolved out of the original axioms which the mind finds in itself. I do not go into the question whether they are intuitive, or whether they are generalizations of phenomena formed at a very early age; in either case the mind finds it in itself. Now it is the essence of scientific training that the mind finds the objects of its study in the external world. As Bacon says, "*Homo minister et interpres naturæ*," so it appears to me that a training which leaves out of view the relation of Man to external Nature is a very defective one, and that the faculties which bring his intelligence into relation with the phenomena of the external world are subjects for education and for discipline equally important with the faculties by which he exercises his reason purely upon abstractions.

24. Then you consider that the mind, if it only had the training that could be given by close study, of classics, and of pure mathematics, has not had so great an advantage in training as if the study of physical science had been added?—I am quite of that opinion; and I may add that having given considerable attention to the reputed phenomena of mesmerism, electro-biology, spiritualism, &c., I have had occasion to observe that the *want of scientific habits of mind* is the source of a vast amount of prevalent misconception as to what constitutes adequate proof of the marvels reported by witnesses neither untruthful nor unintelligent as to ordinary matters. I could name striking instances of such misconception in men of high literary cultivation or high mathematical attainments; whilst I have met with no one who had undergone the discipline of an adequate course of scientific study, who has not at once recognized the fallacies in such testimony, when they have been pointed out to him.

25. (*Lord Devon.*) I observe, Dr. Carpenter, that your matriculation examinations do not take place until the applicant is past 16?—Yes.

26. Being of that age, you see great benefit in making natural philosophy and chemistry part of that examination in addition to a certain examination in classics, and you consider that not merely as fitting a boy for success in the active business of after life, but also as a means of training the mind, and that much benefit results from such combination. I should like to ask you whether you would consider that similar recommendations exist to the introduction of physical sciences at an earlier age. You applied your observations to your own candidates for matriculation?—I think that there is great advantage in commencing very early. I have commenced with my own children at a very early period in training their observing faculties simply to recognize and to understand, and to describe correctly what they see, showing them simple experiments, and desiring them to write down an account of them; and from my own experience I should say that a boy of 10 years old is quite capable of understanding a very large proportion of what is here set down under the head of natural philosophy.

27. (*Lord Clarendon.*) Is there not a danger of disturbing the power of sustained attention, if too many subjects of instruction are brought before boys at an early age?—I think that very much depends on the manner in which it is done. A good teacher need never forfeit the training of sustained attention by directing that attention to the facts of nature, because the attention is as healthfully exercised in the observation of what is going on before the child, as it is in the study of a book.

28. Were you at a public school yourself?—I was not.

29. You were at a large classical school, were you not?—I was brought up in a private school.

30. A large school?—About 20 was the average number.

31. Should you, from your experience as a boy, confirm the opinion which you have now expressed?—In the school in which I was brought up all these subjects were taught systematically, and I certainly believe that there was no deficiency there of power of attention, and that the training which was given in classics and mathematics, which was a very substantial one, was not at all impaired by the attention to these other subjects.

32. At what age did attention to these subjects commence at your school?—I should think that about 12 years might be taken as the average.

33. Have you any practical acquaintance with the system of our public schools?—Not practically. I know the system generally.

34. You know the amount of time, perhaps, given to particular subjects, speaking generally?—Yes.

35. Have you formed any opinion as to whether it would be desirable to diminish the proportion of time given, say to classics or mathematics, for the purpose of introducing physical science?—I have formed an opinion that at the earlier age, say from 10 to 12 or 13, the amount of study given to classics may be advantageously diminished. I have been led to conclude, from considerable opportunities of observation, that those who have commenced classics later than usual and have been of average intelligence, have by the age of 16 acquired as good a classical knowledge as those who have begun earlier, whose minds have been fixed upon classical study for two or three years longer. I may state that that is quite the opinion of many gentlemen of very large experience in education, and I believe I may quote Professor Pillans of Edinburgh as entertaining it. Dr. Hodgson, who had for a long time a large public school in the neighbourhood of Manchester, wrote a pamphlet some years ago in defence of that opinion.

36. In the cases to which you refer, what had been the previous education of the lads before they took up classics; of a fair general character?—Yes. I may specify the case of one of my own sons, on whom I thought I would try the plan, partly in consequence of the impression made on me by Dr. Hodgson's pamphlet, and partly on account of a deficiency of bodily and mental vigour in the boy himself. The training was general, with French; a good deal of attention being given to that language because I quite hold that every child ought very early to begin the study of another language. I agree with those who consider that we do not understand the meaning and the value of language, until we have tried to put our thoughts into a language different from our own.

37. You adopted French therefore partly with the view of teaching the principles and application of grammar?—Yes.

38. Which is one recommendation as you know on which classical instruction is based?—Yes; and I chose French on account of its giving in many respects the construction of Latin.

39. (*Mr. Thompson.*) You would then prefer to begin with French?—I think there is a great deal to be said for that. I do not say that I would do so with every boy; but the observation was drawn from me in reference to this question,—whether time might be spared from classical studies in the earlier period of education. I could quote several instances of young men who have shown a very remarkable proficiency in classical study at the age of 16 and 17 who began very late, at 13 and 14.

40. (*Lord Devon.*) I understand you to attach very high importance to the philosophical study of language?—Yes.

41. (*Lord Clarendon.*) And to its being commenced early?—Yes.

42. (*Mr. Thompson.*) How long has this examination existed?—It has existed from the commencement of the university in 1849.

43. In this form?—Not quite. There have been

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alterations from time to time. At one time there was an option between chemistry and natural philosophy, but they were both made imperative about seven years ago.

44. Has it become more stringent or less stringent in the course of time?—Decidedly more stringent. At first only one book of Euclid was required. About three years ago, in consequence of representations from teachers, the requirement was extended to the first four books. I may state that whenever there has been an increase of stringency, there has been a temporary reduction in the number of candidates, but only temporary, for the next year the number has advanced beyond any previous number. We have had a constant increase in the number of candidates.

45. What was the number last year, do you recollect?—About 480.

46. And of those what proportion do you think passed?—About two-thirds. I am speaking in round numbers.

47. And one-third were rejected?—Yes.

48. (*Lord Clarendon.*) Was that for matriculation or degree?—Matriculation.

49. (*Mr. Thompson.*) Do you ever yourself examine on any of those subjects?—No. I was nine years Examiner in the University before I became Registrar; but in the Medical faculty.

50. You have not examined in natural philosophy, for instance?—No.

51. You do not know what proportion of candidates were rejected in consequence of failure in natural philosophy?—I do know, because all the reports came through my hands. Sometimes candidates are rejected in one or two subjects; but more generally they are rejected in three, four, five, or six subjects; and I can say this, that the number of rejections in natural philosophy and chemistry is about the same, for instance, as in mathematics, in classics, in English, or in French. There is a very general average through the whole series of subjects.

52. I suppose marks are given in this examination?—Yes.

53. What proportion of marks, do you happen to know, is it necessary for a candidate to get?—I think one-third is the usual passing proportion.

54. (*Mr. Twisleton.*) I believe you are author of a work called "The Principles of Physiology, General "and Comparative"?—Yes.

55. You are likewise author of a work called "The "Microscope and its Revelations"?—Yes.

56. I believe you are also the author of an "Introduction to the study of Foraminifera"?—Yes.

57. Do you consider that your taste for those studies was awakened at school?—My taste for physical and chemical science was certainly awakened at school. The training that I had in my school course, and the advantages which I had of attending lectures at the Philosophical Institution at Bristol at the time that I was going through that course, certainly tended to develop my taste for science generally. At that time I knew next to nothing of natural history; and I suppose it was the circumstance of my having entered the medical profession, and being led to seek for scientific culture in the subjects on which medicine is founded, that caused me to direct my attention to natural history and physiology,—physiology as based on natural history in fact.

58. You were likewise instructed in mathematics at school?—Yes.

59. Had you any occasion to observe at school that there was one class of minds which had a great aptitude for mathematics, another for the physical sciences, and another for the classics, so that there were three different types of mental intelligence?—Yes.

60. Do you not consider that it is an injury to a boy who may have a turn for the sciences of observation or for other natural sciences, that he has no instruction in them whatever up to the time he is 18, up to the time of his going to the university?—I feel that very strongly. I am quite satisfied that there is such a class of minds. I see it in the candidates for our degrees in science. Though the degrees have only been instituted two or three years, yet I am quite certain from what I have seen of those who have become candidates for them that there is a very decided aptitude for physical sciences, and that those generally are persons who have a distaste for classics. I may say with regard to myself that I never had any taste for classics. I went through a very long course of classical training, and I feel very strongly indeed the value of the discipline which it gave me; but I never, as a boy, had any taste for classics (though now I can come back and read a classical author with pleasure), because I was weary of the drudgery of the ordinary routine of instruction (to which I had been subjected from an unusually early age), whilst at 16 my mind was not sufficiently advanced in that direction to appreciate the higher beauties of a classical author. For instance, I could then read the Prometheus, but I did not understand its argument.

61. It would be an injury to the mental capital of a nation, so to say, to give no instruction to boys in the physical sciences up to 18?—I should certainly consider that it leaves that branch of the mental faculties which every individual has in a certain degree, uncultivated, and would leave without cultivation those powers which certain individuals have in a very remarkable degree.

62. Is it not the case that there are some boys at school who have only a slight aptitude for classical studies, who have an aptitude for the sciences of observation and the experimental sciences?—I am quite certain of that. I have five sons, and in their education I endeavour to train what I perceive to be the special aptitude of each. Thus my eldest son has shown a decided aptitude for the physical and chemical sciences: he has taken his Bachelor of Arts degree in the university, and has now taken that of Bachelor of Science. He took the Bachelor of Arts degree because at that time there was no degree in Science: he went through the classical training required for it, but his whole bent is for the exact sciences. On the other hand my second son has as strong a turn for literary culture as my eldest son has for scientific, and I have encouraged that just as much as I would the scientific culture; taking care, however, in each case that the other subjects were not neglected.

63. (*Mr. Vaughan.*) I think you mentioned that you considered that the study of physical science at an early age was conducive to the cultivation of the intellectual faculties as well as of the senses?—I think so decidedly, if it is rightly taught. I think very much depends on the teacher.

64. Do you think that that kind of cultivation of the intellectual faculties which physical science requires and encourages is such as the man may be safely called upon to go through at an early period of life?—I feel quite sure of it, because it is done to a very large extent in our National schools, and in our British and Foreign schools. I happen to know that from this circumstance: a few years ago Lord Ashburton requested me to examine for a prize which he at that time gave to the masters of schools in, I think, Hampshire, Wiltshire, and Dorsetshire. I set three or four papers on physical science and its applications—very much the kind of papers that one would set for the matriculation examination, with as much as possible of practical application to the common affairs of life, to what I think the Dean of Hereford calls "common things,"—but requiring a knowledge of principles; and I was extremely surprised at the excellence of the answers which I got. One master, a young man not above 20 years of age, answered every question perfectly well.

65. Do you think that the mind, ordinarily speaking, is as apt for the exercise of its faculties upon the subjects of natural science as upon grammar and mathematical subjects, at the early period of life?—I should say more so; that it is more easy to fix a child's attention upon something which it sees, than upon an abstraction.

66. Do you think that in that point of view, in fact, it is so far a subject better calculated to call out a healthy action of the reasoning powers than the more abstract subjects of grammar and mathematics?—I think it is, at the early period. I think that a lad of from 10 to 12 years of age is better fitted to be led to observe and reason upon what he observes in objective phenomena, than he is to reason upon abstractions. I think that from say 12 years of age, the powers may be healthfully exercised upon abstractions; but as far as I can judge, a child in learning a language learns by rote purely or almost purely up to say 12 years of age; but after that he begins, if he is well taught, to understand the *rationale* (so to speak) of the rules, but it is a mere matter of memory with him up to that time.

67. In fact you doubt whether in the cultivation of language the reasoning powers are much exercised at all at that time?—Yes.

68. And is it upon that ground also in part that you have suggested the propriety of deferring the attempt to teach the scientific study of grammar, such as is required in the cultivation of the classical languages to a later period?—Yes; partly for that reason, and partly because the beauties of a classical author cannot be understood in the earlier period. A lad of 12 years if reading Virgil, for instance, will I think not have much appreciation of the beauty of his style and diction unless he is a lad of a remarkably poetic turn of mind. I do not think Horace can be at all understood by a lad 12 years of age; that poet's turn of thought would be quite unintelligible to him, usually speaking.

69. Have you been sufficiently in company with youths emerging from childhood, to say whether there is in your opinion at all a natural curiosity which arises at that time for the observation and comprehension of the phenomena of nature?—I should say there is. I have seen a great deal of youths of different ages in the course of my life. I have been always interested in education, and have seen and known a great deal of what takes place in education among the humbler classes; and amongst them there is most decidedly a readiness of observation, and a readiness of power of apprehension and of reasoning upon phenomena of nature, which shows that that must be universal.

70. Have you observed that besides that power there is a curiosity with regard to the phenomena and an interest in that sense with regard to the phenomena of the outward world?—I think there is if it is not repressed. My opinion is that the tendency of public school education is to repress all that curiosity, to withdraw the attention so completely from those subjects that it has no development.

71. With regard to the study of language, I think you said that you had had some opportunity of observing that youths who began later could make so much progress owing to the different state of their faculties then as that they could recover the amount that had been lost to the study of language by deferring it?—Yes; providing always that their mental habits have been properly trained, that the power of sustained attention for instance has been exercised in other ways.

72. Are you aware whether there has ever been established any school in which there has been a systematic attempt to teach the classical languages at a later period of life in preference to teaching them earlier according to the common system?—I am not aware that that has been carried out on a large scale.

73. But your own observation, as I understand you, has supplied you with the facts?—I have seen many individuals.

74. (*Mr. Thompson.*) Individuals who have really distinguished themselves you mean?—Yes.

75. (*Mr. Vaughan.*) In speaking of the physical sciences as an instrument of education early in life, can you tell us what you would include amongst those physical sciences?—I should include very much what is laid down in this programme, as regards natural philosophy and chemistry; but I should also include some training in the natural sciences, zoology, botany, and physiology, because I think that they exercise an order of faculties distinct from what are exercised here. The sciences of classification are I think very valuable in training the mind in observation of complex phenomena. Every animal, every plant, to a zoologist and a botanist, is a complex assemblage of phenomena. Now in the physical sciences the phenomena are reduced to their simplest form; but the decomposition of these complex combinations, and then the recomposition of them in classification is I think a most valuable exercise to the mind.

76. I asked the question because I observe that the science which I understand you to have particularly cultivated, which is physiology, is omitted amongst those that are required for matriculation?—Yes.

77. Can you tell us what is the reason of that omission?—I think that physiology was considered too advanced a subject. It is included in all the later examinations. Our Bachelors of Arts have to go through an examination in physiology as well as Bachelors of Science. It is an elementary examination, but I think it was considered a subject more for the advanced student. I would not say physiology at so early an age, but the sciences of classification, such as zoology and botany.

78. What is the age at which you think physiology might be usually commenced?—I think it might be combined with zoology, because no one can learn zoology in the modern sense without some knowledge of the structure of animals. Zoology was formerly a science of mere classification based on external characters; but now the whole modern system of zoology being based upon a knowledge of internal structure, it is impossible to study it without that knowledge, and with that knowledge the elements of physiology would be almost necessarily combined; for instance, the structure of the respiratory apparatus in the different groups of the animal kingdom is a matter of the highest importance in classification; the difference between a fish (for instance) and an air-breathing animal is based on that difference of respiration; so that the mode in which all the leading functions of life are performed necessarily comes to be learnt in zoology without making a special study of physiology.

79. Then is it or is it not the case that physiology applies the truest and most philosophical principles of classification?—Unquestionably.

80. Therefore the classificatory part can hardly be learnt intelligently without some knowledge of those principles?—That is so. The classification is rather founded on the structure, while the science of physiology deals with the action. The knowledge of structure is essential to both. It is essential on the one hand to a true zoological classification, it is essential on the other hand to a knowledge of the function.

81. Now with regard to their bearing on literary studies: do you think that the mixture of the physical sciences with the literary studies would be a mixture which would be conducive of benefit to both, or otherwise?—I think decidedly conducive of benefit, because I cannot think that any mental training can be really adequate, which is one-sided; and again, all experience shows that a change of study from one subject to another is advantageous in this way, that it is a positive refreshment to the mind. I believe that a lad who has been exercised a certain number of hours in the study of language, or in the study of mathematics, would enjoy going to the study of physical science. If it is properly handled by a good teacher, he would enjoy that as much as he would enjoy going into some desultory course of reading for recreation.

82. In fact the exchange would produce very much less physical exhaustion than the continuance of the same study for the same number of hours?—Yes, I feel sure of that. I may mention that there is at present going on a good deal of inquiry in regard to

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the number of hours which can be healthfully employed in study by the class of children who attend the National and British Schools; and it is a subject in which I have taken a great deal of interest. I have happened to come in contact with a good many individuals who are working out experiments in different ways, and there is a very general conviction amongst the better and more intelligent class of masters in those schools, that four hours a day is as much as can be healthfully employed in purely intellectual acquirement by children of that class. Now I believe that the allowance which is healthful for children of that class may be perhaps doubled for those of an educated class.

83. (*Lord Clarendon.*) At what age?—Say from 8 to 12; but the prevalence of this conviction shows that the masters practically do not find that the children learn more who are at school for 6 or 7 hours, than those who are at school for only from 3½ to 4 hours.

84. (*Mr. Vaughan.*) Do you think that you would find a different, that is a larger measure of hours suitable to health if there was this difference in studies at different times of the day?—Yes, I feel sure of it.

85. I suppose you say that as a physiologist?—Certainly, I should be very sorry to be tied down to one study all my life.

86. I mean as to the effect on the constitution?—Yes, I am speaking as a physiologist decidedly. I am quite satisfied of it as a fact in our mental constitution.

87. (*Mr. Twisleton.*) You mentioned a difference of the time that might be devoted to intellectual occupation in that class and in another class. Will you explain why there was a difference?—I think that the children of educated parents have much less difficulty in applying their minds to intellectual study. It is a much less effort to them to apply their minds, than it is to children of uneducated parents. I am satisfied that there is an inheritance of aptitude for intellectual pursuits. I think I might say that as much as eight hours a day could be given to intellectual study by the child of an educated stock, with no worse result, no more fatigue, than four hours by the child of an uneducated stock.

88. (*Sir S. Northcote.*) You said just now that you thought there were instances of boys taking up the study of classics late, and if they were properly trained in other ways making up for the lost time by the superiority of their power of application and of learning. Do you think that that might be the case also in the study of physical science, that a boy taking to study physical science late might make up for lost time by beginning at an age at which his powers were more developed?—I have no doubt he might make up for lost time; but I think that the natural period for commencing the study of physical science is at an earlier age, because I think any right system of education will take up the faculties in the order of their development; and it is quite certain that the observing faculties are developed before the reasoning powers. An infant during the first year of its life is educating its observing faculties in a way we really scarcely give it credit for; and the training of the observing faculties by attention to the phenomena of nature, both in physical and in natural science, seems to me to be the natural application of time at the age of say from 8 to 12.

89. In the case you spoke of, of a boy beginning classics not earlier than 12, and gaining on others by the time he was 16, you said he had had training in the French language at an earlier period?—Yes.

90. You may consider, I suppose, the training in any language as preparation for the training in another. Therefore, in the case of that boy the training in language or in grammar was begun at an early age, was it not?—Yes, but nothing like the time was given to it which would have been given to classical study, supposing he had been going through a course of classical training.

91. Do you not think, then, that your argument resolves into this, that to begin studying classics through French is a good way of beginning to study them?—That was the point to the best of my recollection very strongly advocated by Dr. Hodgson in an article which he wrote on the subject in, I think, the Westminster Review, which was afterwards published separately.

92. I understood you a little while ago in answer to question put by Lord Devon to say that you thought room might be made in our system of education for the early study of physical science without overworking the boy by putting off the beginning of the study of classics till a rather later period of life. That was so, was it not?—Yes.

93. At the same time you supported your argument by the case of a boy who had studied French as an introduction to the study of Latin and Greek, and had not suffered in his classical studies by deferring them. Would you not think that a boy would suffer in the study of languages by wholly giving his early years to the study of physical science, and not taking up language at all till he got to the age say of 12?—Yes, I think he would. I think that neglecting the study of language altogether would be a very undesirable thing; but what I mean is this, I should prefer to see the faculties which are concerned in the cultivation of physical science trained at the earlier period, because I believe that is the natural period at which the observing faculties and the elementary reasoning processes may be best cultivated, and the period at which the mind is not prepared for the more advanced culture of language.

94. But is it not the period at which it is also prepared for the commencement of the culture of language?—Certainly, but then I think all that the culture of language may give at that period may be given in a smaller number of hours than are usually devoted to it.

95. (*Mr. Thompson.*) You would say that verbal memory was as striking a characteristic of very young minds as the tendency to observation?—Certainly, and I consider that the training in a language is a most valuable instrument for cultivating the verbal memory.

96. (*Sir S. Northcote.*) Has it ever struck you that there is a period in a boy's life, perhaps at the age of 13, 14, or 15, when the moral character seems to be developed rather than the intellectual, when there is a pause in the power of acquiring intellectual knowledge, and a development of moral character?—I am very much of that opinion. I would not say there was a pause. I think that the introduction of a new element, so to speak, the moral element, modifies the exercise of the intellectual powers.

97. But that the period before that is the time in a boy's life in which he ought to acquire a good deal of the routine and rudimentary knowledge he is to make use of in after life?—Yes.

98. And this knowledge he can acquire with less distaste and more advantage than he would if it were left to a later period. Would it not be the case that with reference to the disagreeable part of the beginning of Latin and Greek, he would acquire it better in the earlier years before that development of the moral system begins?—In the cases to which I have alluded, those things that are so disagreeable to the child have not been felt so disagreeable to the youth beginning at a later period. I may give a curious illustration from another subject which occurs to me. I remember hearing Professor Key, of University College, mention that he had in early life a private pupil, who had gone through the complete Eton course, which at that time was only classical. Even ordinary arithmetic was not taught, much less any mathematics; and he happened to find out accidentally that this young man, an intelligent young man in other respects, not only had never learned his multiplication table, but did not know there was such a thing as a multiplication table. He was buying several pairs of silk stockings in a shop,

and to find out how much he had to pay he was adding the price of one pair to the second pair and that to the third pair, and so on. When he found how much his labour would be facilitated by the multiplication table, he applied himself to master it, and learnt it off in the course of a few days with the keenest pleasure.

99. (*Lord Clarendon.*) How long ago was that?—In the pre-mathematical period at Eton, I suppose.

100. (*Sir S. Northcote.*) Would you advocate putting off teaching a child the multiplication table till he became conscious by his own experience of the necessity for it?—No. I merely mention it as an illustration that things which are commonly regarded as very disagreeable, when better understood may come to be pleasant. So I have observed in classical study that when the *rationale*, if I may use the word, of the cases, the genders, and the construction of verbs comes to be appreciated as a matter of intelligence, they are learnt with far less difficulty than when acquired merely by rote.

101. Your experience is chiefly drawn from those young men who come as candidates for admission to the London University, is it not?—Yes.

102. Are not by far the larger proportion of those young men who intend to pursue physical studies in after life?—No; by no means a large proportion of those who go on to our arts degree.

103. So that you think they afford a fair sample of the rising generation?—Yes.

104. (*Mr. Twisleton.*) A question was asked as to the possibility of a boy well cultivated in classics making up afterwards for deficiency in the natural sciences. Would there not be a distinction between the sciences of observation and the sciences of experiment. Is it likely that a grown up person or a boy beyond a certain age would make up for neglect of the exercise of the faculty of observation?—I think not so well. If I am allowed to do so, I may mention my own experience in the matter. My greatest difficulty in the pursuit of systematic zoology and botany has arisen, I am quite satisfied, from the circumstance that I was not early trained in those sciences. I can recognise a flower or an animal when I see them, and I can remember their names. I have no difficulty as to verbal memory; but I have a difficulty in connecting the two things, the flower or the animal and the name; and I believe that if I had had an early training in the habit of systematic nomenclature, I should not have experienced that difficulty in later life.

105. Is it not to a certain extent the case with regard to the faculty of observation, as with regard to aptness for rapid calculation in arithmetic, that the habit should be acquired early?—Yes. I am very strongly of that opinion, and I know that it is very easily acquired under proper training. The late Professor Henslow studied the method of teaching natural science, I believe, as carefully as any one, and he was wonderfully successful in training that order of faculties.

106. As a member of the Council of the Royal Society, are you acquainted with some recommendations with regard to the introduction of the physical sciences as a study into public schools which were made by them?—I have before me the minutes of the Council of the 15th January 1857, containing the report of a Committee appointed to consider the question which had been brought before the Council, whether any measures could be adopted by the Government or Parliament that would improve the position of science or its cultivators in this country; and amongst various recommendations which were made were these two at the commencement—"1. The "Committee regard with much satisfaction the steps "already taken in the universities for advancing the "study of physical science by including several "branches of it in the public examinations, and "express their hope that the improvement thus "introduced may receive the extension which the "interests of science require, and that the public "schools may be thereby induced to make physical "science an integral part of their course of education. "2. The Committee recommend that the establishment of classes in metropolitan and provincial "schools, where those who have not the means or the "opportunity of studying at the universities may be "taught in the elements of physical science on a "systematic plan, be promoted by grants from Government in aid of such funds as may be locally "contributed for that purpose." These recommendations were adopted by the Council, and were forwarded to Government. The second has since been acted on by the Department of Science and Art.

107. (*Lord Clarendon.*) With reference to that recommendation I would ask whether you are not aware that at our great public schools the professed object is to train the mind?—Yes.

108. Some of them I believe consider that they adopt the best possible means for training the mind by the study of classics and mathematics?—Yes.

109. Is it the result of your experience that by the exclusion of the physical sciences, and of the methods of investigation employed in their study, that the mind does not receive as good a training as it might do?—I have been acquainted with several gentlemen who have passed with distinction through a course of public school and university training, and who have confessed to me with regret their inaptitude to understand any scientific subjects whatever,—their want not only of the knowledge but of the mental aptitude.

110. That is to say that you consider that the physical sciences and methods of investigation call forth different faculties of the mind from those which are developed by the studies of mathematics and classics?—Yes; I think so very decidedly.

111. And that therefore by neglecting the physical sciences those faculties lie dormant if they existed?—Yes.

112. (*Mr. Vaughan.*) I wish to understand a part of your evidence about which I am not quite clear, *i.e.*, whether you considered that the cultivation of language at the earlier period of life did not commonly cultivate the understanding, but only the verbal memory, or chiefly so?—I do not think it cultivates the higher mental faculties, because I think they are not in a state ready for cultivation at that period of life. There are various faculties which it does tend to cultivate, and to which I think it gives a very valuable training; but I do not think that the study of language can be insisted on, say from 10 to 12, as a means of intellectual discipline beyond a limited degree; and for that limited degree it seems to me that a comparatively small number of hours are quite sufficient. What I deprecate is the almost exclusive direction of the mind at that period to the study of language.

113. (*Mr. Twisleton.*) If your views are correct would there not be this advantage that in regard to a modern language the pronunciation could be learnt at a period when it could be learnt much better than afterwards?—Yes. It is quite certain that children learn the pronunciation of language as a speaking language much more readily than adults, and even more readily than young persons from 12 to 16. They are not afraid, they dash into it, they have no modesty to restrain them, no *mauvaise honte*. Every family that has been abroad knows perfectly well that its younger members come out in that way best.

The witness withdrew.

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SIR CHARLES LYELL, F.R.S., called in and examined.

1. (*Lord Clarendon.*) I believe, Sir Charles, you are the author of several works on geology ?—Yes.

2. Also of Travels in North America ?—Yes.

3. And you are a Fellow of the Royal Society ?—Yes.

4. I believe you took your degree at Oxford ?—Yes.

5. (*Mr. Twisleton.*) I believe you took honours at Oxford ?—Yes.

6. And you received a doctor's degree at Oxford six or seven years ago ?—Yes.

7. (*Lord Clarendon.*) As we know your attention has long been turned to this subject, I would beg to ask you, as the result of your observation and experience, what you considered to be the position of physical science and natural history in this country, as far as regards our educational system ?—I think it is hardly too strong a term to say that they have been ignored. There has been a move of late in the universities to restore them somewhat to that place which they formerly held at a time when the sciences were much less advanced, but when in proportion to what was then known they held a very fair position, and within the last 200 years I consider them to have been deprived of the proper position which they once held. The public schools being modelled in a great measure on the system of the universities, they have in like manner entirely neglected them, even in those schools where they are educated sometimes up to the age of 17 or 18. I think therefore that in that period of the progress of a nation when these branches of knowledge have been acquiring more and more importance, both theoretically and practically, that has been precisely the time when they have been more and more excluded from the teaching of the higher classes of this country.

8. To what would you attribute the neglect of these studies that has been shown at the schools in particular ?—I think that the schools being preparatory, in a great measure, to the universities, they frame their system in regard to those subjects which are to obtain the chief rewards, prizes, and honours at the university. Although a large proportion of the boys at our larger schools do not go to the universities (I do not know what proportion, but I know that it is very large,) nevertheless the system is planned as if they were all going there, and whatever be the plan adopted at the universities, and particularly whatever may be the matriculation, the entrance examination to the university, that will in no small degree govern what is taught in public schools if any branch of knowledge is entirely omitted. I am not speaking now of geology, of my own branch, or any particular one, but biological science, chemistry, natural history, geology, or mineralogy, are all so intimately connected that if the elements of any one are to a certain degree mastered, it will train the mind in the same way, and be the same exercise, and what I consider very useful training, and which to a certain extent the study of the classical languages and literature will not furnish. I am not at all advocating a very great number of these things being taught, in order that every public school should be the same, but if there is a representative of one or more of these branches that will in a great degree answer the purpose.

9. You consider that as there is no demand for physical sciences and natural history at the universities there is no attempt to supply them at the schools ?—Exactly; that is a great reason. However, it must not be forgotten that those schoolmasters are brought up in the universities without a knowledge of the sciences and natural history, and having no such knowledge, it is very natural that a great number of them should entertain some prejudice or think very slightingly of them. If the first, second, third, fourth, and fifth masters of a great school are all chosen out of that class, they have been in the habit of considering these subjects as of an inferior grade, and as not exercising the human mind to the same degree as the study of the Greek and Latin authors. Then I think there comes an additional difficulty, because these men are against the introduction, and to a certain extent not competent to teach these departments of study.

10. I suppose you consider that as the various branches of physics and natural history have developed and increased, the more restricted the systems both of the universities and of the schools have become, from there being fewer people competent to teach them ?—I do.

11. That they have fallen off from the time to which you referred just now when they did occupy a certain place both in schools and in universities ?—Quite so. I have endeavoured in a chapter that I wrote in my first travels in America, to show historically how it came about that the universities did not go on teaching these subjects. I think it is sometimes supposed that this depends in a great measure upon whether you teach by lectures or by a system like that of college tutors. I do not think that quite a fair way of viewing the subject. I do not think it is a question of whether you are to teach by public lectures or not. I think that it is more important than that. It is the question of whether, in a very large school, we will say that has a great many hundred pupils, you will divide the subjects amongst a great number of men who, having had a liberal education, have devoted their time chiefly to some branch, such as history, Greek, Latin, natural philosophy, chemistry, or geology. It is a question whether you will have the subjects divided to as great an extent as you can, and you may do that in large schools to a certain extent, though not so well as at the university. That is the question, in whatever manner you teach, whether you teach a small number in a room like this, or whether you have a large lecture room, still the question of subdivision of the subjects is in my opinion by far the most important towards efficient teaching; and it has so happened in our English universities, that what was the original plan of our academical system, as well as of all Europe, was entirely upset at the time of the Reformation, in consequence of the colleges—private corporations—usurping the powers and teaching of the university wholly revolutionising the system, and causing that in every one of these separate colleges there should only be two or three tutors, each of whom should teach almost everything, and who could not possibly subdivide the branches of human knowledge. Therefore I think they did quite right in giving up everything but the small number of subjects for which they were competent, for in most of these colleges they were obliged to take orders at a certain period. That I think has worked in the universities and in the schools and has made it far more difficult to introduce the elements of a greater number of studies than otherwise it would have been.

12. You would consider, then, that although the great majority of boys educated at our public schools do not go to the universities, yet the requirements of those who do go to the universities in fact regulate the system of the school ?—Quite so.

13. Therefore you would say that the majority do not have that education that you think would be best for them, and in fact are sacrificed to the minority who are proceeding to the universities ?—Yes.

14. (*Lord Lyttelton.*) Taking the particular schools which we have to deal with, Eton, Harrow, Westminster, Charterhouse, St. Paul's, Rugby, Merchant Taylors', Shrewsbury, and Winchester; are you prepared to say whether the majority in that body of schools go to the university or not ?—No, I am not quite prepared to say, but I feel confident that if you exclude those who are obliged to go because

they are going into the church that you will find it is quite a minority who go to the universities.

15. Or who intend to go, or who go there with a view to going to the universities?—I do not pretend to say.

16. You say "unless you exclude those who are "necessarily led to take orders." Do you think it is not so clear unless that is so?—Yes.

17. (*Lord Clarendon.*) I gather from what you said just now that you would be glad to see introduced into the matriculation examination, as a proof not only that they have been studied but that some elementary knowledge has been acquired of the sciences to which you alluded, natural history, zoology, geology, and so on?—Yes, and chemistry and natural philosophy. I was speaking of the matriculation at the entrance to the university.

18. Not the University of London, but the Universities of Oxford and Cambridge?—Yes.

19. (*Mr. Thompson.*) That is the scheme adopted at the University of London (*handing same to the witness*). That would probably represent what you would wish to have introduced at the old universities?—Yes.

20. (*Lord Clarendon.*) You would not expect, I suppose, in the matriculation examination at the universities that the knowledge should be more than elementary?—Merely elementary.

21. As to the facts, not mathematical demonstrations?—Quite so. I think it is of immense importance that these subjects should be recognised, and however moderate, that there should be a beginning, because if they have not got through what may be called the grammar of these sciences, if they have not got through the first elementary difficulties, if they have not some idea, I should almost say some respect, for these things implanted at an early period, then they are at a great disadvantage in after life; even if they incline to those things, and even if it should happen to be the bent of their minds, as it is of some persons much more than others.

22. You would consider it a matter of national importance that in all the schools which Lord Lyttelton has just mentioned these studies should be recognised and some elementary knowledge of them required?—I should think it would be a very great improvement, without in the least disparaging the branches of literature which they now study. If I were framing it I should be satisfied with a very moderate amount, knowing the difficulty there is in introducing these things when once the system is what it has become.

23. You think that without some early examination, or some motive which would make it necessary to acquire these elements, a man would most likely remain ignorant of them all his life?—I am sure that is the case, and what is worse, that it very often prevents persons of rank and influence from undertaking these things, from following up these matters themselves, and from being enlightened patrons of, and giving a direction to these branches.

24. At all the public and private schools that you know of, physical science and natural history are altogether omitted, are they not?—Certainly.

25. Except such few instances as do not interfere with the general rule?—That is the case.

26. Of course the more you extend the range of these subjects the less you are entitled to ask at an examination?—Certainly.

27. With reference to what you were saying just now that the masters are generally clergymen who have been instructed for a particular profession, and have no knowledge of that which they have not learnt when young, would your opinion be that at the great schools there should be some one or two or three individuals all of whom should undertake the teaching of these sciences, or would you rely upon the classical and mathematical masters to acquire that sort of smattering of them that would be sufficient to enable boys to pass a matriculation examination?—I think it would be a very great improvement indeed if there were one or two who, while they were men of liberal education, would have devoted themselves principally to scientific subjects, because if you demanded German or French to be taught you would not expect that teacher to have the same amount of Greek and Latin that you would require in other masters, so I think it is still more necessary if you have a teacher to examine the boys in what they may have learnt at lectures or in any other way, that he should be a person who has acquired a moderate amount of classics, and a more profound knowledge of the science to which he may have principally devoted his life, more than would be possible for the ordinary masters who have been all their lives exclusively at Latin and Greek.

28. Have you ever turned your attention to what would be a convenient distribution of those sciences, such as natural philosophy or chemistry, either for the purposes of teaching at schools or for such a matriculation examination as you would contemplate as useful at the university?—No; I do not think I am quite prepared to give an opinion upon that.

29. Do you happen to be acquainted with the distribution of these subjects at the London University?—Yes.

(*Mr. Thompson.*) Allow me to call your attention to the programme of their examination (*handing it to the witness*).

(*Sir Charles Lyell.*) Is there not an omission entirely of zoology and botany?

(*Mr. Thompson.*) Yes, a deliberate omission.

(*Sir Charles Lyell.*) I cannot help thinking that, to however small an extent, there should be in addition one or other of those two branches, which belong to quite a different department. There are a great many persons who have a decided turn for those things, and there is a very false idea among those who have never been grounded in such branches, that they are comparatively trifling, and do not require the same searching mind, and the same severe study. Now of course you can only demand very little from boys who are examined in various languages, but suppose a boy, instead of many languages, substituted zoology or botany for one of them, I think a great deal of the same useful exercise of the mind might be derived from it. I think they ought not to be totally excluded from the system; there should be some one or other of them taught.

30. (*Lord Clarendon.*) Having considered, as you have, this omission of the physical sciences at our schools and universities as a question of national importance, and a matter of national regret, you must be aware that the excuse is always that there is not time, that the system now pursued at the schools, and afterwards at the universities, is very much devoted to the study of classics and precludes absolutely, from want of time, the study of these other and important sciences. Have you ever considered that question of time, and how these other studies could be joined to the classical studies without detriment to that which is considered to be the basis of our public school education?—Yes, I think that a great deal too much time is given to such things as writing Latin and Greek verses, and attempting even at school to acquire a degree of proficiency which would be very useful if a person specialised it afterwards, but which it is not desirable to require of young men before they are 18, and that a portion of that which they now acquire at the public schools should be left to be afterwards acquired at the universities at a later age, and that you should not at the expense of omitting these scientific subjects devote so very large a portion of time to the other departments.

31. At our public schools it is generally considered that the study of the classics is the best possible training for the mind, but would you consider that the mind does not get the best possible training if the study of the physical sciences is omitted, and would you consider that the study of physical science calls into operation and developes faculties of the mind that are not called into activity by classics or mathematics?

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—Yes, I do most decidedly; I think the reasoning powers and the judgment are more cultivated by these subjects than by the exclusive study of the classics.

32. Of classics and mathematics?—Yes.

33. Pure mathematics?—Yes. I think mathematics applied often does that which pure mathematics will not do.

34. (*Lord Devon.*) Taking your view as to the great importance, not merely with a view to proficiency in any particular branch but with reference to the mental training generally, of incorporating physical science in the general education of British youth of the upper classes, at what period of school career should you consider it wise, safe, and most beneficial to the object in view to introduce that; would you postpone instruction in physical science until a groundwork was previously laid of classical literature, or would you concurrently, as it then must necessarily be, with a more limited degree of instruction in classical literature, give certain instruction in physical science to boys, say from 9 years old and upwards?—Perhaps at 11 or 12 and upwards. One should consider first of all at what age a large number of them leave school, so that you should ensure the majority not leaving without having a foundation. When I had ascertained that, I should endeavour to take care that the age at which the majority left the school was not allowed to pass away without having broken ground, but I quite think that most probably the best way of beginning is the way they begin now, with the ancient languages.

35. It is sometimes said, and with great force, that the faculties of observation ripen, so to say, at an earlier period than the reasoning powers?—Yes.

36. Do you think that that would or would not point to the conclusion that such sciences as botany and chemistry, perhaps, and so on, should be communicated at an earlier period?—Yes, I have no children of my own, but I have nephews in whom I take as much interest, and I certainly have observed that the powers of observation and the interest of observing with accuracy are very early developed indeed, at 9 or 10, and they learn a vast deal of other things in consequence, if they can be taught any of these branches. I am sure they get on sometimes in Latin very much from the interest they take in the Latin names, for instance, of animals and plants. It sometimes helps memory in a way that is surprising.

37. You think that would be a great good, but on the whole you would prefer their beginning at an early period?—Yes, indeed I should.

38. (*Lord Lyttelton.*) I understood you to say that these old established schools must have a peculiar difficulty in introducing the new studies and diminishing the old, because they *are* old schools and have an established system to deal with?—Yes.

39. You are aware of the great number of new schools which have sprung up in England during the last few years, and which is increasing?—Yes.

40. Does it appear to you that those schools, having no traditions whatever to affect them, no established system to break in upon, and depending absolutely for their existence on satisfying the demands of the public, have a great facility in introducing these new studies to any extent that may appear desirable, and that if so they may establish a very wholesome competition with the old schools, and to a great degree meet the necessity for the introduction of these new studies?—I think that the power and influence of fashion, and the imitation of the old established schools, is so very great that you are sure to have these proprietary schools modelled to a much greater extent than even the public would naturally wish in imitation of the older ones. If you could have a slight improvement in the old ones I think you would do more good. I have looked to these new establishments as calculated to work some reform, but I do not think that anything will have so great an effect on these very schools you speak of as a change or any slight modification of the system in the old schools.

41. Are you at all acquainted with the system of Wellington College?—No.

42. You are not aware of the extent to which physical science, for instance, is introduced there?—No, I remember hearing it spoken of by the late Prince Consort when it was being planned, but I have not had an opportunity of following it up.

43. (*Mr. Vaughan.*) Do you think that purely literary pursuits and the literature of the country generally would receive benefit by a degree of scientific education and instruction being given in the public schools and the universities in conjunction with a literary education?—Indeed, I think it would. I think the literature would gain. I think the literary writings of a man like Hallam, for instance, who had taught himself science and natural history, are of a higher stamp than they would have been if he had not had that knowledge.

44. Do you think that from the increase of the cultivation of those branches of knowledge throughout Europe there is so much of that knowledge scattered through literary works now that a literary person is hardly able to understand the whole compass of literature without some scientific attainments?—Yes, I think so. Perhaps I may be permitted to make a suggestion, it is rather a suggestion than anything I wish to give as evidence, but it is this. I know great alarm was manifested by the professors of science in the Scotch universities a few years ago, when the competitive system of examination was introduced. Several of them wrote to me to say, "You know very well that we have supplied a "want which has been caused by the ignoring in "England of scientific and biological branches of "knowledge, and now if this system of competitive "examination is founded, as it will be, on the notion "of university and public school men, they will be "sure to give such a number of marks to their "favourite branches that we shall no longer have any "except the medical students, who are forced to at-"tend the scientific department; they will come, but "we shall lose our other students. Suppose a man "wants to get into the Indian Civil Service, he "must then attend not to the things which we have "been teaching in Scotland, and which have been "supplemental to a certain extent to the wants "which the English university system has left "unsatisfied. Immediately we shall lose parts of our "class, and they will be obliged to devote themselves "to Latin and Greek, and those subjects which the "English have more exclusively studied." Now Mr. Twisleton is one of the examiners, and he will know more than I do whether these fears have been realized, but it appeared to me at the time to be a very serious danger, knowing how very useful a great portion of these men educated in Scotland have been in filling up places, colonial and otherwise, which we could not supply from the men brought up in our English public schools.

45. (*Mr. Thompson.*) You are now speaking of universities, not of schools?—Why I mention it is this, that at the Scotch colleges they correspond in age to a certain extent. At a place like St. Andrew's or Glasgow the ages of the men correspond with the last years at Eton and Winchester.

46. (*Lord Clarendon.*) 18 and 19?—About 16, 17, and 18.

47. (*Mr. Thompson.*) After getting a degree at St. Andrew's they come to Cambridge?—Yes, very often. Therefore, if you have in any way modified by these late reforms—for I consider them great reforms—if the competitive examinations have in any degree forced the Scotch universities out of their old system, it is the more desirable to have some change.

48. (*Mr. Twisleton.*) Are you aware that under the present system of marks for competitive examinations in the East Indian Civil Service it is possible for a young man to obtain an appointment without

any knowledge of Latin or Greek whatever ?—I was not aware of that.

49. In your geological investigations in Germany have you become acquainted with many literary men there ?—Yes.

50. Among the class of literary men is there greater or less knowledge of the physical sciences than in England ?—There is decidedly more general knowledge even where there is no special knowledge. They understand a great deal more what we are about than the literary men and classical scholars of this country do.

51. Are you aware of the system of the German gymnasia ?—Yes, I have some idea of it.

52. Are you aware that a certain number of hours a week is set apart there for instruction in the physical sciences ?—Yes.

53. Are you disposed to attribute the greater knowledge of literary men in the physical sciences there to the instruction which they may have received in the schools ?—Certainly; I am sure that is the reason of it. There is generally in a moderate sized gymnasium a master appropriated to the teaching of these branches, and sometimes he has a considerable knowledge of the science, devoting himself in the holidays to some favorite branch, but obliged to get up a knowledge of a good many different ones, and to teach the elements to these boys. It is such a portion of the whole time as might easily be introduced into our schools. It has the most happy effect.

54. Are you aware that each gymnasium has usually a collection of natural history, and a collection of philosophical instruments ?—Certainly they have.

55. Have you ever had conversations with men in the small towns, who have information which you would not be likely to find in England ?—Quite so. I may mention Winchester as an instance, that I have practical experience of. I have been very much struck with it. If you were to go in Germany to a second-rate school, I mean a town of second-rate importance, and go to the gymnasium there, you would get information in scientific points that it would be quite in vain to look for in such a magnificently endowed establishment as Winchester. I remember one instance among others; I could mention several in Germany. I refer to Eisenach. I happened to stop there, and I found there was a teacher of natural philosophy and science, who had a collection belonging to the school, and there was a certain number of hours in the week devoted to it. The boys were exceedingly fond of it. Still it was a very limited number of hours in the week, and this man who had published, and has since published, some very good original papers on different branches, was very well acquainted with the different subjects which he was teaching. I heard him give a lesson in the school. There were the other masters who might correspond to our teachers of Latin and Greek in the school, but they found a place for a teacher exclusively of science.

56. (*Lord Clarendon.*) This was in the small town of Eisenach ?—Yes.

57. How many young men were there at this gymnasium ?—200 or 300.

58. Was he paid by the State, or was it by voluntary payment ?—I do not remember.

59. (*Sir S. Northcote.*) I should like to ask, generally, whether you consider that this superiority of education in these branches of knowledge which the Germans receive, produces a corresponding superiority in the educated classes of Germany over the educated classes of England ?—No; I think our political freedom is such an immense element that you really cannot compare the two cases. The higher classes in Germany are inferior on account of that in a great measure. We ought to be at the head of all the others, having so long enjoyed our political institutions. Among the literary men, I am quite sure there is the great advantage.

60. (*Mr. Twisleton.*) You are speaking of the classes that have attended the gymnasium ?—Yes.

61. (*Mr. Thompson.*) With regard to the clergy, have you seen anything of the clergy in Germany. Would you say that they were better acquainted with such subjects ?—Yes, indeed, I think they are. I think there is a great advantage in that respect in Germany. In fact, it was an observation of Baron Von Buch when he came over here, "in regard to "church matters, or the connexion of science and "religion, you are as much behind us in freedom as "you are ahead of us in your political institutions," and I attribute that in some measure to there being a better general notion of science among the clergy. However, I cannot speak so well of the clergy as I can of literary men. I am sure that a purely literary man, and we know that there are very distinguished literary men in Germany, would have a notion very generally of what scientific men are doing, and the elements of it, which they have not in this country.

62. (*Mr. Twisleton.*) Is it the case that in some practical departments of knowledge, say in your own, there is a difficulty in obtaining the assistance of educated men for important practical purposes ?—Yes; until the formation of the school of mines in Jermyn Street, which is quite a new establishment, it is extraordinary the difficulty that there was. If they sent over from the colonies for some one to make a geological survey, or to examine into the mines, or if a man like Lord Breadalbane offered to give 700*l.* or 800*l.* a year for anyone who would survey his estate, there was no well-educated man to be found in England; our only chance in that case was Scotland; although the mining wealth of this country is very superior to that of any other, or almost to all the others put together, such was the neglect of scientific education in that sense that we had sometimes to send over to Germany to supply a surveyor.

63. (*Lord Lyttelton.*) What class of person would it be who would undertake that sort of survey, would he be of the class of what we call "gentry" ?—In Germany you would have a very great chance of that, because of the manner in which the mining department is cultivated there by the gentry. I might mention men like Count Brenner in Austria, and the late Count Beust in Prussia, both of them men of fortune, devoted to it, and like miners regularly working at it, and considering it an honourable profession.

64. (*Sir S. Northcote.*) How long ago was that which you mention with regard to Lord Breadalbane ?—I should think 10 or 12 years ago, before Jermyn Street came into full play.

65. But is it not the case that since 1851 a very great advance has been made in the provision of facilities for instruction in practical science and in other branches of knowledge of that kind—as for instance, in the department of practical science at South Kensington—and at the institution in Jermyn Street itself, and what has been done in both ways has surely very much advanced those facilities ?—No doubt it has, but it has not yet told much upon the general education.

66. Do you consider that the public schools of England (what we generally mean by public schools), are places in which instruction should be given for such work as that of which you have been speaking ?—No, not practically, I do not think so, but I think that you would have a greater number of well-educated men who would go into these departments if the elements of science were not wholly neglected at the great schools; I think that the mining in Germany, for instance, has been more scientific and better in consequence of those who pursue it being recruited from such classes as would go into our public schools; that instead of drafting from an inferior class whose parents have not been able to give them so good an education, you would naturally, if there was a better system, draw from those who had a taste in such matters, and from a higher class who had had a liberal education in public schools.

67. Which would you like best to see in public schools, a system of teaching both literature and physical science carried throughout the school and made

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universal, or a system of what is known abroad by the term of "bifurcation," by which I understand it is meant that when boys come to a certain point they should choose whether they would pursue the literary or the scientific branches of education?—At what age is that? (*Mr. Twisleton.*) They leave at 18.

68. (*Sir S. Northcote.*) 15 or 16 I think, say 16?—I have not fully considered that point. At the same time, having thought over the very great range of subjects, and the very different turn of boys' minds, and the different aptitudes they have by nature, I have always been in favour of their being allowed to select as soon as possible after you have once secured the general groundwork.

69. (*Lord Lyttelton.*) That is the principle of it. Do you know from what schools the Jermyn Street institution is recruited?—I do not think there are many that come from the great public schools, hardly any.

70. Do you know what schools they do come from?—I do not.

71. (*Mr. Twisleton.*) Supposing in the public schools with the present classical instruction there was an initiation of boys in the physical sciences, is it not likely that some at the university would aim at honours in the physical sciences?—Certainly, and much more now that at the University of Oxford they have allowed men to go up for honours in the physical sciences. That has been one of the effects, I believe, of the University commission, but the want of training at schools prevents its telling as much as it might have done.

72. You are aware that there are some scholarships and some fellowships set apart for the physical sciences at Oxford are you not?—Yes.

73. Would it not be likely, if boys received some instruction at school, that some of them would compete for those scholarships and fellowships?—Certainly.

74. And then if in that way they attained prizes and honours at Oxford, is it not likely that they would be very willing to compete for some of these offices you have mentioned?—Certainly.

75. They would be fit for geological surveyors certainly, and they would also be fit masters?—Yes.

76. So that in fact one of the best modes of laying the foundation for having hereafter good masters in these sciences in public schools would be to introduce the study of them now?—Certainly.

77. (*Mr. Vaughan.*) Have you any means of knowing whether in the middle classes there is a greater knowledge on these subjects at present than in the upper classes?—It is a very remarkable fact that if a scientific book is published it depends more for its sale on the middle classes of the manufacturing districts than on the rich country gentlemen and clergy of the agricultural parts of the country, and, therefore, if there is a distress like the present in Lancashire, the publisher would say "Do not bring out "your book now."

78. In a political point of view, is not that not only an unhealthy but also a dangerous state of things in some respects, that the material world should be very much better known by the middle classes of society than by the upper classes?—Certainly, and I think it is particularly so in reference to the teaching in this country by the clergy, and a vast proportion of the university men are going into the church. In order to bring their knowledge more into unison with that of the artizans, it is particularly desirable that a certain portion of science should be taught. Medical men would of course be required to know some science, natural history, comparative anatomy, or something equivalent, but they would say it is not necessary for the clergy. I think it particularly desirable that the clergy should have some initiation into these things.

79. Does not the absence of knowledge in these branches of learning tend to disturb the relation which the social position of the two would in itself rather tend to produce, and the respect of the middle classes for the upper classes?—Yes, I think it must, but I do not feel very strongly on that question, because the aristocracy of this country, in spite of the system of education being somewhat narrow, get their education in other ways, and, therefore, they are greatly respected; but I think the clergy would be particularly benefited by any change you could make by introducing these things into public schools. I feel that there is a dangerous want of sympathy at present between the better informed working class of the manufacturing districts and the clergy.

80. I do not by any means ask whether they do not generally on many accounts meet with respect, but whether the absence of that knowledge on the part of the upper classes which the middle classes appreciate and possess does not tend to diminish the respect so far?—Certainly, so far.

81. And whether it does not also tend to put a certain amount of power into the hands of the middle classes, which the upper classes have not?—Yes, I think so.

82. (*Sir S. Northcote.*) But if the upper classes, in acquiring a greater amount of this knowledge of the physical world were to lose any of their literary and intellectual superiority, might they not thereby endanger their pre-eminence as much in the one way as they would gain in the other?—In answer to that question I think I could say from my own experience, that in consequence of narrowing the number of subjects taught, a large portion of those who have not a particular aptitude for literary pursuits, but who would have shown a strong taste for the sciences, are forced into one line, and after they leave their college they neglect branches they have been taught, and so cultivate neither the one nor the other. I have known men quite late in life, who have forgotten all the Latin and Greek which they spent their early years in acquiring, hit upon geology or some other branch, and all at once their energies have been awakened, and you have been astonished to see how they came out. They would have taken that line long before, and done good work in it, had they been taught the elements of it at school.

83. (*Mr. Twisleton.*) So that there was a mental waste in their youth?—Quite so.

84. (*Sir S. Northcote.*) That is a separate question, no doubt, and one of very great interest and importance; but when I asked you just now whether you considered that the result of the superior physical teaching in Germany was to produce a superior educated class, you replied no, and you referred to the political condition of the country. I did not follow up the question, but I might follow it up by asking, do not you consider there is any connexion between the system of education in a country, and its political condition; and do not you consider that a well conducted system of literary education has a tendency to produce political freedom?—You naturally would suppose that if there was any difference in the system of teaching in England from that of the continent or of Scotland, it was owing to the difference in the political institutions, but in fact it is due to accident. We are governed in a great measure by Archbishop Laud, who altered and remodelled the statutes of both the Universities after the Revolution; and besides this, the universities, instead of being gradually modified and improved as they would have been in a country like this with our political institutions, were broken up into a set of corporations, and the whole system by that means entirely altered, both in regard to the impossibility of distributing the different branches of knowledge among different teachers, and also by throwing the whole monopoly into the hands of the clergy. In spite of all that, the institutions of the country have triumphed over these drawbacks.

85. You think our political freedom arose rather in spite of our system of education than in consequence of it?—Yes; I think it is independent of it; it has had nothing to do with those checks that have narrowed our system of education.

86. (*Mr. Thompson.*) You would allow, I suppose,

that the great amount of time that the English gentlemen used to give to the study of Greek and Roman literature and history may have had some effect in liberalising their views in political matters. Is it not the fact that in the last and preceding century the Greek and Roman writers had a great influence on the political opinions prevalent in the higher classes. Is it not a matter of history that that was the case?—I do not know whether that was the origin of it.

87. Is it not the case that absolute governments encourage physical science in preference to moral?—No, I think not.

88. I think the Austrians do so?—Metternich was very fond of it, certainly, but I do not think that absolutism can have any such tendency. The spirit of inquiry and investigation is so exactly opposed to the dogmatic system, which you can reconcile with the teaching of the old classics, but the moment you begin to teach the physical sciences they are entirely hostile to the dogmatic system. They harmonize perfectly well with a liberal constitution, and are exceedingly opposed to absolute governments. That is rather the tone of scientific men, and they are thought rather a dangerous class in consequence. They could not be dangerous in a country like this, but I think they are in countries having absolute governments.

89. Are the purely scientific men thought dangerous?—I am inclined to suspect they are so.

90. Are not the literary professors more dangerous?—I do not think they are really dangerous in a proper sense.

91. No, but I mean in the opinion of the governments?—Yes, I think so.

92. A great proportion of the seven professors of Hanover were literary men, I think?—In Hanover some of the most eminent scientific men were expelled from the university.

93. They were seven in number, and among the seven were Ewald the Orientalist, the philologers James and W. Grimm, Gervinus the critic, and Dahlmann the historian?—Yes.

94. (*Mr. Twisleton.*) If a professor were taken notice of for opinions uttered in his lecture room he would almost of necessity be a literary or theological professor?—Yes.

95. A scientific professor would not have many opportunities, unless he went out of his department, for expressing his political opinions in public?—Yes, political economy and history would oftener come into collision with the opinions of ruling men than natural history and physical science.

96. (*Sir S. Northcote.*) Do you remember any instances in Napoleon's reform of the Academy. I do not remember it very perfectly, but my impression is that he put down the literary men, and discouraged everything but what was scientific, because he found the literary men dangerous to his government?—Yes, they would come more into immediate contact and antagonism with his maxims of government; but the political reformers whom he would have to fear would be quite as much those who had been educated in science.

Victoria Street, Tuesday, 18th November 1862.

PRESENT:

EARL OF CLARENDON.	HON. EDWARD TWISLETON.
EARL OF DEVON.	REV. W. H. THOMPSON.
LORD LYTTELTON.	H. HALFORD VAUGHAN, ESQ.
SIR STAFFORD NORTHCOTE.	

THE EARL OF CLARENDON IN THE CHAIR.

MICHAEL FARADAY, Esq., F.R.S., called in and examined.

1. (*Lord Clarendon.*) I believe you were at one time Instructor for the Government at Woolwich, were you not?—I was.

2. For how long?—For 20 years. I was Professor of Chemistry there, or Lecturer on Chemistry, I should rather say, because the Professorship passed away with McCulloch, and was not renewed until I left. I am also one of the Senate of the London University; one of the original nominees.

3. I believe you have been in the habit of lecturing at the Royal Institution?—I have.

4. For many years?—For a good many years. I cannot tell how many.

5. And you have also been in the habit of giving juvenile lectures?—I have.

6. Will you have the goodness to give us your opinion, as the result of your observation and experience, upon the state of knowledge of the physical sciences and natural history in this country, with reference to our educational system?—I can give you my impression as far as that is permissible, independent of any comparison between that part of knowledge and other branches. I am not an educated man, according to the usual phraseology, and, therefore, can make no comparison between languages and natural knowledge, except as regards the utility of language in conveying thoughts; but that the natural knowledge which has been given to the world in such abundance during the last 50 years, I may say, should remain untouched, and that no sufficient attempt should be made to convey it to the young mind growing up and obtaining its first views of these things, is to me a matter so strange, that I find it difficult to understand. Though I think I see the opposition breaking away, it is yet a very hard one to overcome. That it ought to be overcome, I have not the least doubt in the world.

7. But you consider that those studies have been almost entirely overlooked?—As far as regards education, almost entirely. I do not speak down to the present time, because I see amendment gradually coming. There are good men, strong-minded men, willing men, who endeavour to advance the education concerning these things.

8. You are speaking as far as your knowledge goes of all our great schools?—Yes; I am mainly speaking now of that knowledge which comes to me from the consideration of the question at the University of London, where I have had occasion to think of it for some years past in connexion with the endeavours of that body for the encouragement of the natural and the physical sciences.

9. Have you ever had occasion to inquire, or have you formed to yourself any opinion as to why these studies should have been so neglected at our schools?—As far as I can see it is only a matter of habit and of prejudice, derived, and which must be derived as things progress, from pre-existing conditions. The present mode of instruction in literature has been established for ages; and the other know-

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ledge, which is not altogether new knowledge, but of which the immense body is new, and most of the applications of which are new, has not yet had time, to make itself familiar and become appreciated,—I do not say there is any dislike to seeing its progress,—but I do not think it has had time to make its way.

10. But from those causes, you consider that science has been shut out of our public schools?—I do; or rather, as that implies an active exertion, I would say it has not yet been received kindly into our public schools.

11. You think it is now knocking at the door, and there is a prospect of the door being opened?—Yes; and it will make its way, or we shall stand behind other nations in our mode of education.

12. What evidence have you seen of the necessity of these studies being recognized?—We have it manifested in the practical results when men of ordinary intelligence, as the law phrase goes, are required in the uses and applications of life. We have it continually in our lighthouse arrangements. I am an officer of the Trinity House, and have occasion to see there how difficult it is to get men of ordinary intelligence prepared by instruction with regard to anything that is out of the very ordinary way. In the mere attendance on a common lamp, and the observance of the proceedings required for its security, or the attempt to make notes of what they ought to observe, of which they have tables drawn with much care, a great degree of, I will not say opposition, but of ignorance, is continually manifested. We cannot find even slightly instructed men. We cannot find the intelligent common man. I have had occasion to go over to France with a Trinity deputation to look at their lighthouses, and we find intelligent men there such as we cannot get here. In regard to the electric light which you may have heard of, we have had to displace keeper after keeper for the purpose of obtaining such as could attend to it intelligently, and who could do what they were bidden.

13. Of what class of men are these?—The ordinary workman; the keeper that has probably, I will say 25*s.* a week, and a house and firing given him; the fair and ordinary workman, such as in France, we find with far less pay. At the lighthouses there we find intelligent men able to give a reason, able to supply a correction, or to act for themselves if they see action is wanted.

14. Then your opinion is founded on facts, as to the ignorance and want of intelligence of this class of men, who are rather of what are called the lower orders, but in what way would you connect that with the want of the study of physical science at our principal schools, and more particularly with that germ of improvement which you think you now discover?—I am not so much speaking of what the schools are to do or have done, as of the state in which I find the minds of those who have come near me and about me, whether they be officers in the army—as when I was at Woolwich, for instance—or whether they be such as come to the ordinary lectures of the Royal Institution, or especially that particular class who are brought by the sound of juvenile lectures. I have found such deficiencies in the classes that came, as a matter of course, and because they were obliged to come, as at Woolwich, that they were very often altogether, or nearly, unable to give an answer to the questions which I asked of them. The slightest possible examinations that I could ever give, in order to obtain some kind of answer, were very feeble and poor; nor can I wonder at that, because they had no instruction but my lectures. I spoke for an hour twenty-five times or thirty times in the course of the year. They heard nothing but that, and that, though it was acknowledged to be the best means we had at that time of giving them an idea of chemistry, could really not give them much of an idea.

15. Your description would lead to the inference that it was from no want of natural intelligence, but rather from a want of a proper direction of their faculties to these particular studies?—I am not inclined to charge as a want of natural intelligence that which is a consequence of a want of prior information, and of the habit of having that instruction. A child knows he must learn his alphabet, and he learns it; but if he did not know it, and had not to learn it, it is probable that he would not.

16. When you say you have discovered, unquestionably, a superior amount of intelligence in the Frenchman of the same class, and who was set to do the same work that the Englishman fails in, could you trace that that man had had any instruction; or do you think he was more naturally intelligent than his *semblable* in England?—That I cannot say. The men in France had intelligence, and on speaking with their superiors we found they were drawn and selected from a class that had had instruction, government instruction mainly, but I cannot say that they were any better in intelligence. Again, I will say that my experience of old times—for it is old times, towards half a century ago—my experience in courts of law, amongst witnesses, and men brought up there, was to find a great deficiency in the power of giving a reason why. I had occasion, at one time, to give a lecture. I was pressed, and I gave one lecture amongst six, on education. It was printed, and I have brought it in my pocket, but I do not think I need trouble you with it; all I had to say or to think in that lecture was, just to put before my audience the ignorance in which, generally speaking, parties were who came to me even there, and their *want of judgment.*

17. What class of persons were they?—All: any who chose to come. In respect of natural things I trace everything to the ignorance of the learned in literature as often as the unlearned, and to their *want of judgment* in natural things. I tore this lecture out of a book this morning. It shows the ignorance and want of judgment in natural things which exists, where often there is a fine intellect in other things, from the want of that training which a simple education would give them (*Mr. Faraday hands the book to the Commissioners*).

18. Where was that lecture delivered?—At the Royal Institution, before Prince Albert (A.D. 1855.)

19. You said you began to see some germ of improvement. Do you think that that improvement has been sufficiently developed to warrant you, if you were going to lecture now to a mixed audience in London, in addressing them in different terms from what you did then, say 10 or 12 years ago?—As to sense?

20. Yes?—No. Every word I have said there I hold to still. I think I see since that time strong desires on the part of educated men, men like yourselves, directing the course of events, to spread that education, and though perhaps only in a small degree, not to ignore it altogether.

21. As far as you have had opportunities of observing, should you say that that desire existed in the public schools?—I know very little of the public schools. I never went to them myself, and know very little of their practice, and I should be afraid to say.

22. You have not heard, whether by public schools or proprietary schools, that any inquiries made with respect to men of science who could give instruction at those schools?—I am often asked what men to recommend to spread a knowledge of natural physical things. I cannot recommend such men; such men hardly exist at present. They want the A B C of science, and not the X Y Z; they want the first elements. If I give a juvenile lecture I lecture in as plain terms as I can to children, and I simplify as far as I can the ideas, but men are not educated to do that as yet. The ordinary schoolmaster does not know how.

23. In fact there is no demand for this sort of men, and nobody is being educated for that kind of employment?—I will not say there is nobody, because

I think there are many men about town who perceive the benefit of it, and would introduce it if they could only see their way clear in respect of the education already required. Life is so brief, and the time is so short which a pupil has who matriculates at the University of London, that really I do not know how to insist upon any desire that they should be taught physical science only at the very outset, because to pass a simple examination merely, is almost worse than nothing.

24. You would desire them to have an elementary knowledge, that is to say, of facts, not mathematical demonstrations; that I think is what is aimed at at the London University?—I must not shut out mathematics; mathematics, as it seems to me, is the only part of actual knowledge which the general system of education at present takes in. It is the one thing in which the literary man touches and applies science, and the only thing, until he admits physical knowledge, until he admits that knowledge of mechanics, of chemical action, of the earth, of the air, of the water,—I do not mind what words they are given in—which constitutes natural science.

25. (*Lord Lyttelton.*) Is not mechanics a part of mathematical teaching?—Mechanics are excepted, I think; but then that is a part of mathematics.

26. I thought you distinguished them from mathematics?—No. There are several ways of learning mechanics. I have known men who have learnt mechanics mathematically who could make no useful judgment at the sight of a machine. It does not follow that a mathematician can move out of his abstractions into the illustrations. The sciences I speak of are all of them sciences most valuable in their application. They make up life. They make up our artificial state. They make up the body of physical science, and are to us most important in life. I was very much struck at our senate to hear such men as James Walker, the engineer, and Arnôt, and others, saying how much time they had lost in the course of their past life in pursuing a literary education, Latin and Greek, which they never found the least use for afterwards to any purposes of life.

27. (*Lord Clarendon.*) You probably are aware that what our great public schools profess and aim at most is to give a good training to the mind, and it is there considered, perhaps, as you were saying just now, from habit and from prestige, that that is effectually done by the study of the classics and of pure mathematics, and that in that way they furnish the best training of the mind that can be given. Now I would ask you whether you think, supposing the training of the mind is the object of the public schools, that that system of training the mind is complete which excludes physical science; whether the study of physical science would call into activity faculties of the mind that are not so developed by studies confined to classics and mathematics?—The phrase "training of the mind" has to me a very indefinite meaning. I would like a profound scholar to indicate to me what he understands by the training of the mind; in a literary sense, including mathematics. What is their effect on the mind? What is the kind of result that is called the training of the mind? or what does the mind learn by that training? It learns things I have no doubt. By the very act of study it learns to be attentive, to be persevering, to be logical according to the word logic. But does it learn that training of the mind which enables a man to give a reason in natural things for an effect which happens from certain causes; or why in any emergency or event he does or should do this, that, or the other? It does not suggest the least thing in these matters. It is the highly educated man that we find coming to us again and again, and asking the most simple question in chemistry or mechanics; and when we speak of such things as the conservation of force, the permanency of matter, and the unchangeability of the laws of nature, they are far from comprehending them, though they have relation to us in every action of our lives. Many of these instructed persons are as far from having the power of judging of these things as if their minds had never been trained.

28. You would not consider that the minds of such men as you allude to, who have been highly trained and who have great literary proficiency, are in a state readily to receive such information as they are deficient in?—I find them greatly deficient; not in their own studies or in their applications of them, but when taken out of that into natural sciences. Ask what is the reason of this or of that? they have a difficulty in giving the reason. If they are called upon to judge in a case of natural science, they find it difficult to give a judgment; they have not studied it.

29. You do not find any peculiar aptitude in those minds for grasping a new subject?—I do not. Take those minds and apply them to the special subjects which they have never touched upon or known of, and they have to go to the beginning just as the juvenile does. They are no more ready. The young mind, as I find it, formed by habits, forced this way or that way, is very observant and asks most acute questions. I do not find that mind, generally speaking, backwards to understand the statement I make to him in simple language, and if I tell him this or that, if I tell him that the atmosphere is compounded of oxygen, nitrogen, and so on, and then shape it into a question, he can generally answer me. I must confess to you that I find the grown up mind coming back to me with the same questions over and over again. They ask what is water composed of; though I have told the same persons a dozen years in succession that it is composed of oxygen and hydrogen. Their minds are not prepared to receive or to embody these notions, and that is where you want education; to teach them the A B C of these things.

30. You think that exclusive attention to one set of studies during early life rather precludes the ready adoption of these ideas?—Yes. It does not blunt the mind—I do not think it does—but it so far gives the growing mind a certain habit, a certain desire and willingness to accept general ideas of a literary kind, and to say all the rest is nonsense and belongs to the artizan, that it is not prepared to accept and does not accept the other and greater knowledge.

31. So that the mind runs in a particular groove from which it does not extract itself easily?—Yes; by that degree of habit the mind, I do think, is really injured for the reception of other knowledge. It takes up the impression that a certain kind of knowledge, what I call the real knowledge—the knowledge of things—is of no importance. I might illustrate it by saying that almost until lately the knowledge of how to be able to write legibly has not been attended to, but has been neglected and put behind the knowledge in other things. Who are the men whose powers are really developed? Who are they who have made the electric telegraph, the steam engine, and the railroad? Are they the men who have been taught Latin and Greek? Were the Stephensons such? These men had that knowledge which habitually has been neglected and pushed down below. It has only been those who having had a special inclination for this kind of knowledge have forced themselves out of that ignorance by an education and into a life of their own.

32. Supposing you were able to effect the changes you would like to see wrought in our system of education, how would you set about it?—I find it very difficult to make up my mind upon that matter. I do not know how. It wants a good man of business, a man educated up by method, and with a knowledge of all things that are needful in a good education. It wants such a man to divide the course, so that each mind presented to you should have its own way.

33. You would not be afraid of a multiplicity of subjects effacing each other?—I find that a great trouble. At the senate of the University of London, with my own approbation to a large degree, we begin by giving a knowledge of all things generally in the

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matriculation examination, and as soon as possible we divide off the pursuits of each individual, that they may separate into literary men, and into physical men, and into medical men, and so forth, that each may get his own kind of knowledge supplied for him in future.

34. That would only begin at about the age of 17 or 18, I suppose?—I forget the age. I think they come at 16.

35. (*Lord Devon.*) It says in the programme, "no "candidate shall be admitted to the matriculation un- "less he have produced a certificate showing that he "has completed his 16th year?"—Yes, and then he has to undergo examinations. I think he has to undergo an examination which shows what has been supplied to him by his tutors before that time.

36. He undergoes a very careful examination?—Yes, the knowledge of which has an influence on the public schools before they send him to us.

37. (*Lord Clarendon.*) It is only elementary knowledge that is required. I think we had it yesterday that it was facts?— And yet even in that point of view we are under great difficulty, at least I am, for the queries go for more or less, sometimes for almost nothing. An examiner upon the subject of chemistry, for instance, may expect a simple answer, or he may require such a response as will go far beyond what I should ask for in a young mind.

38. I suppose what you would like to see established is a matriculation examination in science at the universities that should compel the schools to attend to those studies?—Yes, I think that is done here.

39. It is done at the London University, and I apprehend that any young man coming to the London University must prepare himself for that, and the school from which he is coming to the London University must not neglect these subjects?—Yes; and I find they do prepare themselves enough to satisfy us.

40. As to our other great public schools, which I believe do not send a great many to the London University, students coming principally from proprietary schools; would you see any objection, or would you advise that the study of physical science should be begun very early. My reason for asking that question is that the time is always pleaded as being insufficient. Supposing, as some persons think it should be, that the study of the classics was postponed till a boy was 12 or 13 years old, would you have the years preceding that in any way devoted to physical science. Do you think that boys would be too young?—I do not think they would be too young with proper teaching. Do not let a man go to teach who is a pedant in his science, and delights in abstract terms; or, before they have learnt mathematics, describes in mathematical formula the science he has to communicate. You want men who can teach, and that class has to be created. Without such channels the stream of knowledge is cut off from the young mind. I have no doubt that you will find such exceedingly hard to obtain, because up to this time habit and prejudice has not been for such men, and teachers have not even learnt by practice what they ought to learn and could learn even in that way.

41. There would be no chance of obtaining them till there is a demand?—No. The demand and the supply must go together. I do not know any other way of obtaining the desired end than to honour and encourage natural knowledge, gradually to introduce it into the general system of education, and whilst so doing to create, in the manner progressive experience may decide, a willing and competent set of teachers. To develop and establish, in fact, an experimental mode of advancing knowledge.

42. (*Lord Devon.*) I think I understood your observations to refer rather to the want of a knowledge of the facts than to the question of the comparative development of the reasoning powers by physical science or classical instruction?—All the operations which come under natural knowledge (I am speaking not of natural history merely, but natural applications, chemistry, mechanics, physics, and such matters) are performed or brought about by bodies which, when they present the fact, present actions dependent upon laws. I am incompetent to compare the training power of classical with physical instruction, because I have never been brought through a course of scholastic education; but it appears to me that nothing is so competent to make a young mind think, and think correctly, as the action of those laws. It supplies the facts, the knowledge of which is very needful, but which, if learned merely as a matter of rote, are comparatively of very little value. It supplies also the deepest yet the surest considerations regarding the certainty of the laws; their value in guiding; their faithfulness when trusted; and their certainty in application.

43. Supposing the one main object of education to be to train the mind, to ascertain the sequence of a particular conclusion from certain premises, to detect a fallacy, to correct undue generalization, or generally to prevent the growth of mistakes in reasoning, should you consider physical science is as valuable for that object as classical instruction is?—I do not see clearly how classical studies do educate the mind for that kind of judgment; but as regards the exercise of the judgment on the laws of matter, it is to me the most fertile source of the exercise of that judgment, and the true logic of facts, which I can conceive of, and which enables the man, when he has the facts in his hand, to apply them in every form and shape.

44. And that sort of training you would consider very valuable for the general purposes of life?—That is the sort of training to which the whole of my lecture was directed,* for I thought I saw a most lamentable deficiency, even in the highly educated men, of that kind of logic.

45. Without instituting any comparison, you think, that independently of the advantage gained from the knowledge of facts, the actual benefit derived from the study of physical science would be very valuable?—I think very valuable indeed, not merely as regards its own applications, but as regards the general judgment of the man.

46. I understand you to say, that you do not feel in a position to define exactly at what age it might be desirable to introduce the physical sciences?—I think one can hardly tell that until after experience for some few years.

47. Or whether you would introduce it at an early age concurrently with classical instruction?—I would not undertake to say. All I can say is this, that at my juvenile lectures at Christmas times I have never found a child too young to understand intelligently what I told him; they came to me afterwards with questions which proved their capability.

48. Will you let me ask you this question. Applying your experience to public schools, and supposing you have 100 boys to deal with at, say, Eton, would you have them learn the same course of physical science, or would you let one take geology, another zoology, and another chemistry?—There are certain things which are fundamental, which are like the A B C of the alphabet; for instance, mechanics, hydrostatics, a little pneumatics, and a little chemistry—all of which are things that a gentleman cannot do without.

49. That brings me to ask you this question, speaking of physical science generally; I think it will be valuable to us if you will mention the particular sciences which you think most important for early introduction?—The branches pass so thoroughly one into the other, that the body of knowledge, after all, is but one, and although we can make some distinction amongst those dependent mainly upon observation, as mineralogy, botany, and natural history generally, still, I never can make out the distinction between chemistry and physics.

50. If you take a little boy of ordinary intelligence, 11 years old, at Eton, and, say, half his time is devoted to classics and the other half to any branch

* Lecture on Education.

of physical science, what would you teach him?—I would teach him all those things that come before classics, in the programme of the London University, mechanics, hydrostatics, hydraulics, pneumatics, acoustics, and optics. They are very simple, and easily understood when they are looked at with attention by both man and boy. With a candle, a lamp, and a lens or two, an intelligent instructor might teach optics in a very short time, and so with chemistry. I should desire all these. There might be a door by which you could leave out those for which they were inapt.

51. (*Mr. Twisleton.*) You would not be frightened by the hard words?—I do object very much to the too frequent use of hard words or technical phrases either in chemistry or in other subjects. The hard words are not the things. But the result will depend more on the men who are the teachers than on the wording itself. Education should not be stopped by that.

52. (*Lord Devon.*) I understood you to say that you thought the results not very complete or satisfactory of instruction merely given by a professor without the power of following up the members of his class afterwards; I suppose that would point to this conclusion, that besides the delivery periodically and at frequent intervals of lectures on those subjects, it would be of importance to have somebody attached to the institution, of whom the boys could ask questions who could relieve them from any difficulties they might be in, and from time to time, perhaps much more frequently than the delivery of the lecture, could give them certain instruction?—I think such provision would be very important and a most valuable aid to education.

53. You would not, probably, attach much importance to the delivery of four lectures, say, in the quarter of a year, at a public school; you would not think the boys would profit much by that?—Lectures depend entirely for their value upon the manner in which they are given. It is not the matter, it is not the subject, so much as the man; but if he is not competent, and does not feel that there is a need of competency, to convey his ideas gently and quietly and simply to the young mind, he simply throws up obstacles and will be found using words which they will not comprehend.

54. But with however successful and competent a lecturer, would it not be desirable that there should be some more frequent opportunity for a boy's applying himself to the study than the mere occasional delivery of lectures?—Certainly. I think that the referee you spoke of would be the one who would solve all these young doubts, and an ordinarily instructed man would be able to go so far as that. It does not want much mind, but there are not as yet the men. Teachers have never recognized its value, and such teaching has gone for nothing in the schools. It obtains few or no marks, and therefore its value is lost. We cannot and ought not to deny the power of what may be called low reasons in the marks that are given; they have more influence in the progress of the boys than is thought. I know schools where there are certain studies which are very useful and even ornamental, yet which obtain no marks. I am speaking now away from my own matters. Drawing may be quoted as one. A lad, who may afterwards become an officer, a traveller, or an observer of any kind, being in a school of that sort, would not take up drawing, there is no sufficient inducement.

55. (*Lord Lyttelton.*) When you say that you have not been able to understand in what way classical instruction trains the mind, you are aware that many, perhaps most, of the defenders of classical education defend it on this ground, not that it teaches certain things, nor that the classics as classics have any peculiar value, but that through the classics best the laws of language and the structure of language is studied, and that it is the study of the laws of language which is held best to develop and strengthen the mental faculties?—That is narrowing the question this way, that in place of saying you are taking the classics you take the laws of language, and no doubt they give that education, at least as far as I can see. I am reasoning in the dark, because I have not had the opportunity, and have not the right to speak of these things. I confess all that. But although it be a very important thing to know language perfectly, and to know its laws, or to carry it out as the most profound scholar would do by tracing all languages to an original one, or what not—Max Müller or anybody else,—that is not all knowledge. I am not attacking the classics at all; I am only putting in a plea for that other knowledge which belongs to our absolute nature, and, in fact, which language only helps to describe.

56. What is held, I believe, by the defenders of classical literature is, that the study of language strengthens the general powers of the mind in its application to any other subjects whatever which may come before it, and that in that way the mind is best strengthened as an instrument for acquiring any other kind of knowledge whatever. I wished to ask whether you have considered it in that point of view, and whether it is in that point of view you do not see the value of that particular study?—I see the value of those studies which do lead to such a result, but I think that at present society at large, is almost ignorant of the like, and greater, value which belongs to the kind of studies which I recommend.

57. I was only speaking with respect to your answer, that you had not been able to understand what was meant by training of the mind through classical studies?—Yes. I understand so far that it is not in the mere learning of a multitude of authors, either Latin, or Greek, or Hebrew, but in the habit of training up the mind to certain customs, and certain modes of thought and of judgment. Nevertheless I say, that these physical sciences, in my opinion, ought to be brought forward also, and I say it the more boldly, because the learned men who have been so educated in languages do not show any aptness to judge of physical science. In matters of natural knowledge, and all the uses and applications derived from it, I should turn to a man untaught in other respects who I knew was acquainted with these subjects, rather than to a classical scholar, as expecting to find within his range that mode of mind, or that management of the mind, which would enable him to speak with understanding. Any word I have said that has led you to think that I am opposed to classics, I must withdraw; I have no such feeling.

58. (*Sir S. Northcote.*) Assuming that you get the class of teachers that you want, I wish to know as distinctly as I can, what is the amount of demand you would make, in point of time, for instruction in physical sciences with boys of the upper classes?—I should not make much demand until they developed themselves, as I expect they would do, and until they had manifested what naturally they ought to pursue, and wish to pursue. I cannot think it right that any large and whole system of education should drive all minds throughout their whole course in the same channel.

59. I want clearly to understand you; you would begin education in physical science at a very early age?—At a pretty early age; I know no limit from circumstances.

60. Without reference to the special or professional requirements of the individual, you would carry on education in physical science for all, up to a certain point, I suppose?—I think it would be good if it could be so.

61. You would wish to see it?—I should like to see it.

62. I want, as far as possible, to see how much time that would require, in the case of the general run of boys, because, in taking a general view of the education of the upper classes, it is necessary to see how you would provide for all kinds of education or instruction which they are to receive. We must find a place for classics, for physical science for mathe-

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matics, and so on. Can you at all give us an idea of how much you would demand, in order to make the study of physical science really useful to the generality of boys?—You say that you are endeavouring to consider the condition of education as regards the *upper* classes; if that be all, I am saying perhaps much that should be modified, for I expected you were taking all classes.

63. Perhaps it may save time to explain to you that our inquiry has reference to the condition of education in nine of the principal public schools, in Eton, Harrow, Winchester, Westminster, Rugby, Charterhouse, and some others, and the question which we are particularly now to investigate is, how far the instruction in physical science could be introduced usefully into these schools. It is not, of course, proposed to substitute it wholly for instruction in classics, but we want to know how much you would demand on the part of physical science for these schools, in order that we may see how far it is possible to harmonize it with the classical work?—It is very difficult for me to say. I think that the public schools include many that are to become professional men, engineers, medical men, and such like. All that are so looked at or thought for, ought to have a good fair time allowed to get their science. A gentleman of fortune who could live as he pleases, if he is a good scholar, if he has the matriculation knowledge pointed out here, would have enough for any purpose unless he himself wished to pursue science. It is a most difficult thing to say.

64. I will try to bring it a little nearer to the point by putting it in this way. We are dealing on the whole with boys of the ages, we may say, of from 12 to 18, many of whom are going to the universities, others of them are going into the army or into other professions; they are all, it is assumed, to have a fair classical and mathematical education. Now, in your view, would it be of any material use to give those boys a set of lectures, some 12 or 20 in the year, by the best men who can at present be obtained, upon physical science generally, or would you think it better to establish special classes in those schools, which classes should be attended by boys who wished to take up physical science, and who should drop some part of their classical work, and really study it systematically?—To form a right judgment there, one wants to know what the future would be for those boys, and also for education. Such lectures would be very valuable, but they would be in small proportion to the whole amount of education which science deserves. Such classes might be made of the highest value. But as I said before, the decision must depend upon experience. The first thing to do is to give scientific teaching an assured and honoured place in education.

65. With regard to lectures, do you suppose that if we were to recommend, and if the schools were to adopt, a system of having a dozen lectures in the school time upon any general subjects by persons that the schools could get to come down, it would do any substantial good, or if that was done, that you could really say that physical science was taught in those schools?—I should say, no doubt, it was taught to a certain degree in those schools. As for its being taught enough, I dare not venture to say that. I think you must be guided by experience more than by any pre-judgment on that point. Good lectures might do a great deal. They would, at all events, remove the absolute ignorance which sometimes now appears, but would give a very poor knowledge of natural things.

66. You see there are two alternatives presented to us by those who argue for the introduction of physical science. Some say, let us give it generally to all the boys, and if that is done, then the masters of the schools say they cannot afford more than so much time from the classical teaching. Others say, do not attempt to give it to all the boys, but establish upper classes, in which a certain number of boys shall be taught, and thoroughly taught; and let them drop classical work to a certain extent, in order that that may be so taught. I wanted to know what the value of such general teaching, as is spoken of, is likely to be, and whether, in your judgment, speaking on behalf of physical science, you think it would be worth the introduction of such a system of lectures as I have alluded to, but which we must presume could not at the outside be more than 20 in the year?

(*Mr. Vaughan.*) I do not wish to interrupt you, but as you are stating views taken by other persons, perhaps you will permit me to say, that it did not involve dropping some of the classics, it might be dropping modern languages.

(*Sir S. Northcote.*) Then, I will say, "other "work"?—I should be very sorry that the introduction of science should be an injury to any other branch of knowledge. I say it in those general terms, because I have not experience enough to know what the effect would be. I should be very sorry to have it dropped, but I do not know how much time you ought to take, or in what shape you ought to take it. As a general impression always liable to this, that there are individuals who deserve encouragement in one path, and others who deserve it in another, I think that one-fifth, certainly, of the time which the individual devotes to study ought to be devoted to the attainment of natural knowledge. In what shape you should give it I cannot say. I think that in less than half a century it will deserve and obtain far more, but I am not for doing hastily an injury to the schools as they are at present established. Nevertheless, I beg you to understand that I am a very imperfect judge on these matters.

67. I do not feel quite sure now that I have got an answer to the question I put to you with regard to the lectures. You know that there is a general feeling, or at least there is a feeling with a certain part of the public, that physical science ought to be more attended to in public schools, and that feeling of course you share. It is quite conceivable that the public schools might adopt a system of giving a few lectures in the year, and might thereupon say, "We "have met the wish of the public, and are teaching "physical science." I want to know whether you consider that to be anything worthy of the name of teaching physical science?—I think it would, in any case, be but a poor and temporary expedient; and, if done grudgingly, no expedient at all. Everything in these matters must depend on the spirit and the manner in which the instruction itself is conveyed and honoured. If you teach scientific knowledge without honouring scientific knowledge as it is applied and those who are there to convey it, you do more harm than good. You only discredit both the study and the parties concerned in it.

68. (*Mr. Twisleton.*) In your opinion ought not a portion of the elementary knowledge in physical sciences to be habitually given to all boys?—Yes; I think so.

69. That would be quite compatible, would it not, with allowing those who have a peculiar aptitude for it to push their inquiries further?—I think so.

70. Have you observed in boys of a particular age a pleasure in having natural science communicated to them?—In all boys, do you mean, or in some boys of a particular age?

71. In boys generally?—I find a difference in their likings and dislikings.

72. Have you generally found the boys to whom you have given lectures take interest in your lectures?—Both boys and girls come rushing up to the table. I am under this disadvantage in that respect, that those who like it best come first, and they so crowd round as to shut out those who do not like or care for it. I never yet found a boy who was not able to understand by simple explanation, and to enjoy the point of an experiment.

73. Is it not the case that there is a difficulty in making grown-up persons take an interest in these subjects unless they have been taught early?—I can-

not say much about that. I cannot trace that; I do not know the antecedents of those people enough. I should expect it. The love of the thing grows with the study. I am accustomed to concern myself with, and to be surrounded by, those who like my pursuits, and therefore I am not a fair judge of others generally; but I do think that the study of natural science is so glorious a school for the mind, that with the laws impressed on all created things by the Creator and the wonderful unity and stability of matter and the forces of matter, there cannot be a better school for the education of the mind. Then, again, look at the results to society. If you develop men and make them intelligent and active in a particular course of study, either chemistry or anything else, what a prize it is to humanity, and what a good that education should develop such men.

74. (*Mr. Vaughan.*) With regard to the point as to the discipline of the mind, I just wish to ascertain your opinion a little more distinctly. Am I misconstruing you in stating that you think that whatever claim classical instruction may fairly make to giving a discipline to the mind, and to giving such a discipline to the mind as will enable it to add other knowledge after the classical instruction is given, yet that it does not give a peculiar discipline calculated to enable a person to master physical science?—I have no doubt that it facilitates the endeavour that mind would make in the acquisition of physical knowledge, or rather in reasoning upon certain parts of physical knowledge, but it gives no knowledge of the facts, and no knowledge of the laws.

75. I thought for a moment that you had observed that persons who had been great scholars, whom you knew to have been great scholars, and to have had that discipline and classical instruction given, yet would come to you with the mind not only unimpressed with the facts, and therefore totally ignorant, but also with the mind not particularly apt to receive instruction upon it?—I hope I shall offend nobody if I try to illustrate my feeling in that respect. Up to this very day there come to me persons of good education, men and women quite fit for all that you expect from education; they come to me and they talk to me about things that belong to natural science; about mesmerism, table turning, flying through the air, about the laws of gravity; they come to me to ask me questions, and they insist against me, who think I know a little of these laws, that I am wrong and they are right, in a manner which shows how little the ordinary course of education has taught such minds. Let them study natural things and they will get a very different idea to that which they have obtained by that education. It happens up to this day. I do not wonder at those who have not been educated at all, but such as I refer to say to me, "I "have felt it and done it, and seen it, and though "I have not flown through the air, I believe it." Persons who have been fully educated according to the present system, come with the same propositions as the untaught, and stronger ones, because they have a stronger conviction that they are right. They are ignorant of their ignorance at the end of all that education. It happens even with men who are excellent mathematicians. They and you will say, "but "you are most likely wrong, and they right." It may be so; at all events the education we speak of in natural things will be something in addition to that which they gain by their study of the classics. Until they know what are the laws of nature, and until they are taught by education to see what are the natural facts, they cannot clear their minds of these, as I say, most absurd inconsistencies; and I say again, as I said once before,* that the system of education that could leave the mental condition of the public body in the state in which this subject has found it must have been greatly deficient in some very important principle.

76. With regard to the physical sciences, especially chemistry, but the physical sciences in general, do you conceive that, supposing they were embodied into the curriculum of an education lasting we will say from 12 years old to 18 that they would furnish sufficient material for an education going through the whole of that time?—You mean whether the matters we speak of would furnish sufficient material for an education lasting for those years?

77. Yes?—Yes. They never come to the end of this education. Which of us has got to the end? It is true that the more a man knows the more he is aware of his ignorance.* It is truer there than anywhere else. But he is ever advancing.

78. I was speaking as to a humble sphere and for an inferior purpose, but still for a useful purpose. I wish to ascertain what your opinion is as to the practicability of making a long school education out of these subjects, in which you might carry boys on from subject to subject, and test their knowledge by examinations till they left the school?—Well, if you can do that so much the better, but I would not sacrifice any other kind of knowledge for this as a general arrangement.

79. I was not asking so much as to its comparative position as to the point whether, supposing that education were to be continued so long in a school, there would be quite sufficient material for it?—Our life, our time, our faculties wear out. Men have worn out, but the matter of *this* education, with all its developments and all its rewards, is ever there, growing into the future.

80. Supposing, again, that examinations were conducted in these subjects, do you think that those examinations could be so framed as to test the ability and the solid knowledge that was acquired in the school?—I hope the teachers and examiners would get the power both of introducing and testing the new knowledge, if they had the opportunity.

81. I meant to ask whether the knowledge that could be presented in a school for acquisition, and could be acquired in this way, could be made the subject of examinations so as to test the proficiency of pupils and enable the examiners to state their order of merit one above another according to their attainments and their ability?—I have no doubt of it.

82. You were speaking a short time back of the names in science; I believe it is the case, is it not, that not only in chemistry, but in nearly all the branches of physical science, for example, botany mineralogy, physiology, names have been given from the classical languages?—I think so.

83. I suppose that those names generally record, sometimes mistakenly, of course, but according to the notion of the age in which they were adopted record some principles in the science to which they belong?—At times they have been descriptive as far as possible. The word chlorine refers to a particular quality. At times they have been named from their discoverers, such as voltaic electricity, and at times they have had other origins. We never have been able to apply only one system either classical or scientific.

84. Take, for instance, the nomenclature of chemistry, I suppose on the whole it has been both classical in its origin as far as the language goes, and it has been generally descriptive either of some fact or some theory connected with that fact in the matter which it represents?—I do not think it has been classical so much in chemistry as in many other subjects. It has been strangely heterogeneous, and it has led to this, that the names in chemistry have been frequently so new, so complicated, so curious, and so disposed, that we hardly know them. At present a set of names in chemistry of the highest importance are compounds of original names put together, as the Chinese, I understand, put words together, so as to make up a word of very many syllables having an immense sound, and having a very strong meaning to those who can remember the different syllables, but which by its authors, and those who have built up this system, is acknow-

* Times, June 30, 1858.

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ledged to be nothing more than a scaffold, which the sooner they can pull down and destroy the better they will like it.

85. I was saying rather, perhaps, of the elementary terms in chemistry, of the things you have mentioned, chlorine, hydrogen, and oxygen, carbon, iodine, and a great many more, and the same language applying to both, and so also of the elementary terms in botany and natural history in general, anatomy and physiology, that they were very much derived from the classical languages, that is to say, either Latin or Greek, and at the same time more or less descriptive of some supposed truth connected with the objects which they so describe?—Yes.

86. I proceed to ask you whether that condition in the nomenclature to a person who has not learnt classics does not present a difficulty, which to a person who was learning, or has learnt, the classical languages, vanishes?—Greek has been a valuable language for chemistry in its time, for its suggestions of names for substances, with reference to their properties; but the different theorists have thrown those names aside and given them other names; for very many errors as to the qualities of things in chemistry stepped in and were retained with their names. Of course, we should like to get at the truth of the facts of chemistry, and express them by a name if we could.

87. Should you think that, so far, a classical education came in well with physical science, from that particular feature in its history, that from some reason or other, the nomenclature, not of chemistry only, but of all to a great degree, had receives its meaning from the classical languages?—I think so well of it that I, myself, in the course of my experiments, have referred again and again to the classics, to Whewell, and to others, for names for powers and effects which I wanted in the course of descriptions of electricity. I have gone again and again to him and his Greek for the names I have had to use in my papers.

88. If it were necessary to draw out a scheme of public education or education generally, it being impossible to teach all physical sciences, I presume that a judicious mind would not find any very great difficulty in selecting a certain number of the sciences, which are more particularly initiative and fundamental in their character, and universal in their application, and which should be taught first?—I have that impression certainly, very strongly; some *parts* of science, I would say.

89. I suppose there can hardly be a doubt that what has been taught as chemistry is one of those?—A part of it. I think you would better indicate what knowledge ought to be obtained in that sort of way, by speaking of the subjects, the atmosphere, the waters, and the earth. I would also have a little astronomy.

90. I mean in this point of view; if you go into physiology there are a great many physiological actions that are chemical as well as vital, and partly determined by chemical laws acting on chemical elements?—No doubt.

91. Some again are mechanical; and so again if you go into botany there are also chemical agents and principles involved, indicating therefore that chemistry should be one subject which should take precedence in the order of instruction?—I think it ought to come very early, as being one of the fundamental sciences, but to say that you were to pursue it to the utmost or exclusively, would, I think, be an error.

The witness withdrew.

J. Hooker, Esq., M.D., F.R.S.

J. HOOKER, Esq., M.D., F.R.S., called in and examined.

1. (*Lord Clarendon.*) I believe you are a Fellow of the Royal Society?—Yes.

2. And Assistant Director of the Botanical Gardens at Kew?—Yes.

3. You are the author of Travels in the Himalaya?—Yes.

4. From your experience, and the means of observation you have had, have you formed any opinion as to the state of knowledge in natural and physical sciences with respect to the education of the upper and middle classes as it exists at present?—At Kew we are thrown into contact with persons belonging to the middle and upper classes in very large numbers, and I think the regret that they know nothing of botany is quite apparent in all their communications with us. Hardly a day passes but what we receive communications from some part of the world in which such regret is expressed.

5. What are the nature of the communications into which you are brought with these classes at Kew?—Most prominently now with regard to vegetable fibres. Sometimes two or three letters a day come to us requiring information with regard to well known fibres, which the slightest habit of observation or the slightest knowledge would assure the persons who send them that they cannot in any way be used for cotton.

6. Then those have been comparatively recent communications?—No; they have gone on for the last 20 years of my father's experience, and the last 10 years of my own; not so much formerly with regard to cotton fibre for the use of yarns, as for making paper, and for many other purposes to which cotton is applied.

7. In fact you say that the upper and middle classes in this country are in the habit of constantly consulting either your father or yourself at Kew?—Yes, both officially and unofficially.

8. And both the subjects upon which they wish to have knowledge and their mode of inquiry lead you to think that they are in a state of great ignorance?—Yes.

9. That that study in particular has been greatly neglected by those classes?—Very greatly.

10. And they have generally expressed their regret that it has been so neglected?—Universally, I may say.

11. You have probably considered that the neglect of this important study is a matter of national regret?—I have always thought so.

12. Have you ever turned your attention at all to the possibility of teaching botany to boys in classes at schools?—I have thought that it might be done very easily, that this deficiency might be easily remedied.

13. What are your ideas on the subject?—My own ideas are chiefly drawn from the experience of my father-in-law, the late Professor Henslow, Professor of Botany at Cambridge. He introduced botany into one of the lowest possible class of schools, that of village labourers' children, in a remote part of Suffolk.

14. Perhaps you will have the goodness to tell us the system he pursued?—It was an entirely voluntary system. He offered to enrol the school children in a class, to be taught botany once a week. The number of the children in the class was limited, I think, to 42. As his parish contained only 1,000 inhabitants, there never were, I suppose, the full 42 children in the class; their ages varied from about 8 years old to about 14 or 15. The class mostly consisted of girls.

15. In this village school?—Yes; that is to say, those who volunteered might come up to that age, and, indeed, almost any age, but the average age of the pupils was between 8 and 12 years. He required that, before they were enrolled in the class, they should be able to spell a few elementary botanical terms, including some of the most difficult to spell, and those that were the most essential to begin with. Those who brought proof that they

could do this were put into the third class; there they were taught once a week, by himself generally, for an hour or an hour and a half, sometimes for two hours, (for they were exceedingly fond of it), on the Monday of every week.

16. In the evening?—No; in the afternoon; I think it was three o'clock, but I am not sure of that.

17. Did he use to take them out into the country, or was it simply lessons in the school?—He left them to collect for themselves; but he visited his parish daily, when the children used to come up to him, and bring the plants they had collected, so that the lessons went on all the week round. There was only one day in the week on which definite instruction was given to the class, but on Sunday afternoon he used to allow the senior class, and those who got marks at the examinations, to attend at his house.

18. So that they had the encouragement of getting marks, and of having corresponding places in the botanical class?—Yes.

19. Did Professor Henslow find any difficulty in teaching this subject in class?—None whatever.

20. No more than he would have had in dealing with any other subject?—None whatever: less than he would have had in dealing with almost any other subject.

21. Do you know in what way he taught it; did he illustrate it?—Invariably he made it practical. He made it an objective study. The children were taught to know the plants and to pull the plants to pieces, to give their proper names to those parts, to indicate the relation of those parts to one another, and to find out the relation of one plant to another by the knowledge thus obtained.

22. Those were children, you say, generally from 8 to 12?—Yes, and up to 14.

23. And they learnt it readily?—Readily and voluntarily entirely.

24. And were interested in it?—Extremely interested in it. They were exceedingly fond of it.

25. Do you happen to know whether Professor Henslow thought that the study of botany developed the faculties of the mind, that it taught these boys to think; and do you know whether he perceived any improvement in their mental faculties from that?—Yes; he used to think it was the most important agent that could be employed, for cultivating their faculties of observation and for strengthening their reasoning powers.

26. He really thought that he had arrived at a practical result?—Undoubtedly, and so did every one who visited the school or the parish.

27. These were children of quite the lower class?—The labouring agricultural class.

28. And in other branches receiving the most elementary instruction?—Yes.

29. And Professor Henslow thought that their minds were more developed, that they were become more reasoning beings, from having this study superadded to the others?—Most decidedly. It was also the opinion of some of the inspectors of schools who came to visit him, that such children were in general more intelligent than those of other parishes, and they attributed the difference to their observant and reasoning faculties being thus developed.

30. Did he adopt any particular way of teaching. Did he teach them all together or in classes?—He divided them into three classes.

31. Of proficiency?—Yes. I cannot give you the details of the differences between the classes, but as a general rule the youngest children were expected at first, on entering the class, to be able to apply the two or three most prominent terms used in botany. For instance, all plants are divided into three large classes or groups which have names, and which groups are easily recognisable by any child of ordinary intelligence, and he required that each child should spell such names properly, (which he made a special point of), and apply them to some conspicuous plants belonging to such groups. That was a *sine quâ non* to enter the first class, the lowest class of all.

32. So that the intellectual success of this objective study was beyond question?—Beyond question.

33. Has your attention been directed to the subject in other directions than that of botany. Have you had any occasion to remark the effect of learning sciences of observation as a training of the mind?—Only so far as that I have had a medical education myself, and fancy that I have observed that medical men's minds are, from the education they have received, perhaps more opened than the average in other classes of society.

34. Would you say that those medical men to whom you allude had much training in sciences of observation in general, at all events in the early parts of their school career have they not been restricted to classics and mathematics?—Entirely so; but the moment they enter the medical class their observant faculties must be trained both in the study of anatomy, and in observing patients at the bedside, and writing down their cases.

35. From your communication with these men, or from your own observations with regard to yourself and your medical education, should you say that those minds that have been restricted, if I may say so, to the study of mathematics and classics, had any peculiar aptitude for the reception of other knowledge. Was a mind so trained more ready to receive impressions than a mind not so trained?—I think a mind mathematically trained would more readily receive such impressions, but not a mind trained in the classics, as far as my experience goes.

36. You have not been able in the course of your experience to observe any notable good result in the training of the mind from classical studies?—I should be very sorry to go so far as that, because I think that any education, whatever it is, on any subject, must necessarily expand the mental powers, but I think I should put classics at the bottom, and mathematics next, and I should put natural history first, not because it is better than mathematics, but because it can be taught at an age when mathematics would injure the mind, and, further, it is applicable to minds which have no capacity for mathematics. A child can begin natural history at eight or nine years old, and it could be made an amusement and a pleasure if properly taught. A child after having examined one buttercup, is enabled thereby to recognize another though dissimilar kind of buttercup, and the process affords pleasure.

37. So you think that at that age they might really be imbibing such knowledge when the study of language was irksome to them?—Yes.

38. And receiving that knowledge in a way that would make a lasting impression?—Yes.

39. You have had no reason to think that the study of classics, that is to say, the study of language, the composition and construction of language, is not a good training for the mind?—I am not a fit judge of that question. It has always appeared to me that classics might be so taught as to be a very much better means of training the mind than they are.

40. The medical men to whom you have alluded commenced these studies about 17 or 18?—Yes.

41. Those men have generally been to some public school, I suppose?—Generally to some school.

42. Have you not found that from those schools they bring a certain amount of intelligence and aptitude for learning in consequence of the system in which they have been brought up?—I cannot answer that question, because all having been to some school, there is no means of comparison. It is not as if I could compare medical men who have not been to schools with those who have.

43. (*Lord Lyttelton.*) Should you say they have a fair aptitude?—Yes; except for that they could not become medical men; they would not pass the required examinations.

44. (*Lord Clarendon.*) The majority of these young men who are intended for the medical profession, and who come from the various public schools of the country scarcely ever bring with them any physical science, do they?—None whatever, or very rarely.

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45. As far as your observation goes, that is generally neglected in your profession?—Yes; and it is a want more felt by medical men than by any others. The amount of botany and chemistry required by the medical man might be as easily obtained at school as during the time he is undergoing his medical curriculum.

46. I suppose you have found a sentiment of regret prevailing amongst them at the manner in which those valuable years of their lives had been employed?—Very generally.

47. And they would have liked to have spent them differently?—Yes, to a great extent. I never knew them regret their classics and mathematics; quite the contrary; but they do regret very much that their faculties were not earlier trained to habits of observation. When they go round the hospitals they have felt that they have not been taught to observe and to reason upon what they observe as might have been.

48. Do you think there is a general feeling amongst those men that the study of physical science might have been added to the classics without impairing that knowledge which they would be glad to have acquired?—That was the universal feeling.

49. That that might have been superadded without injuring the other studies?—Yes; and most especially with regard to botany, which they have very little time to pursue after they have commenced their medical studies, and of which they are now obliged to obtain a knowledge after their medical curriculum has commenced. The amount of botany taught to medical men during that time is nothing more than what they might have acquired before. What they learn there has little direct application to medicine.

50. That which they are required to learn you think might have been taken in very easily at the same age as that at which it was imparted to his pupils by Professor Henslow?—Undoubtedly. I know that in conducting the examinations of medical men for the army, which I have now conducted for several years, and those for the East India Company's service, which I have conducted for, I think, seven years, the questions which I am in the habit of putting, and which are not answered by the majority of the candidates, are what would have been answered by the children in Professor Henslow's village school. I believe the chief reason to be, that their observing faculties as children had never been trained, such faculties having lain dormant with those who naturally possessed them in a high degree, and having never been developed by training in those who possessed them in a low degree. Furthermore, in most medical schools, the whole sum and substance of botanical science is crammed into a few weeks of lectures, and the men leave the class without having acquired an accurate knowledge of the merest elements of the science.

51. (*Mr. Thompson.*) Are you speaking of Woolwich?—I am speaking of the medical schools everywhere.

52. You examine in botany?—I examine in physical science generally, but chiefly in natural history. My chief object is to ascertain whether the men have a fair aptitude for using their observing faculties as tested by those sciences, and chiefly by botany.

53. (*Lord Clarendon.*) In fact, it is not from observation that botany is taught to these medical men. I suppose they cram it in London?—Yes, most of them, in London or elsewhere.

54. Having foregone or not having had the advantage of doing it in the other way?—Yes.

55. (*Lord Devon.*) Were you a public school man yourself?—I was at the High School at Glasgow.

56. That is a large school?—Yes.

57. Was there anything done in physical science there?—Nothing whatever.

58. (*Lord Lyttelton.*) Is there not now?—I have not heard that there is. The High School was an exceedingly bad school in my time. We had only one master for 110 boys.

59. (*Lord Devon.*) Was that the whole number of the school?—No; the whole number that entered the class I was in. That is a long time ago.

60. I think we understood you to say that you found a very general feeling, on the part of young men entering the medical profession, of appreciation of the value of classics and mathematics, but still of regret that something had not been superadded in the nature of instruction in physical science?—Yes.

61. Was there a general opinion, further than that, that time was wasted; that the same amount of classics and mathematics might have been communicated in less time?—I am not prepared to give any opinion upon that, because these subjects are taught so very differently in different places. I have heard both regrets expressed.

62. You found a general appreciation of classics and mathematics as to the training for the profession?—Yes; undoubtedly.

63. (*Mr. Thompson.*) Is it not the general opinion in the medical profession that there is some considerable advantage to an incipient practitioner to have had what is called a university education or a public school education?—I have never heard such an opinion expressed. Of course there is a universal opinion that a good education, wherever got, is essential, or ought to be essential. I cannot say that I know of any feeling more in favour of public schools than of private ones, or of universities than either.

64. I do not mean that; but that there is a feeling in the profession in favour of a classical and mathematical education?—Yes, decidedly, very strong indeed.

65. There is a strong opinion?—Yes; I do not think any intelligent medical man would deny it.

66. Or would regret having had a thorough training in mathematics and classics, such as is given in public schools?—With regard to mathematics, a thorough training often is regretted, because it has been pushed further than persons have ability for. My own impression is, that every boy ought to learn some mathematics; that a book or two of Euclid ought to be obligatory on every one preparing for the medical profession. I know there are many cases of youths who are apt in acquiring a knowledge of physics or the biological sciences, but who could not be pushed beyond a certain point in mathematics.

67. Professor Henslow had a very remarkable talent for instruction, had he not?—Yes, and very remarkable powers. He was an excellent mathematician himself, and a very good scholar.

68. Do you think if the subject, instead of botany, had been zoology, chemistry, or geology, that he would have produced equally striking results?—No.

69. In improving the intelligence of his pupils?—No; because these are not such good instruments as botany. The advantage of botany is that you can teach it anywhere and everywhere. The child as he walks along can make use of his botanical knowledge, can preserve his specimens, and having put his information into writing, can preserve this alongside of the specimen itself. This cannot be done to such advantage by a child in the case of geology, nor any branch of science except natural history ones, of which the most facile for the purpose is botany.

70. In the case of a school in the middle of a large town, such as some of those with which we have to do, do you not think some other science would be more applicable than botany?—No. It would be perfectly easy to teach botany in any town. Any market gardener for a few shillings a year could supply all that was necessary, and one excursion a month, with the teacher, would make up for the rest. Those who lived out of the town could bring plants in with them.

71. Would it excite much interest in the minds of boys brought up in London, do you think?—Quite as much or more than in those brought up in the country. It would be a much greater recreation to them, inasmuch as it would occasionally take them to the country.

72. Is botany a popular subject in London. Are lectures given, for instance, at the Royal Institution?—Not many; very few, but that has been chiefly from the want of lecturers.

73. It is not so popular as chemistry?—Not nearly so. It is not so generally useful. Then the experiments are not so interesting and so startling.

74. I understand you, that you advocate botany for young children because of its simplicity and the ease of teaching it?—Not altogether so; I advocate it because it improves both the observing powers and the reasoning faculties of young children in a way that chemistry could not. I do not see how you could apply chemistry as you would botany as a means of early education. The child knows its few botanical terms, some of them hard, but not harder than those used in chemistry; you lay the plant before it: itself takes a plant to pieces, and tells you the forms of the parts, the relations of these parts, and the signification of these parts and of their relations. You take another plant and itself applies the knowledge obtained from the first plant to analyse the second, and so on.

75. I think Professor Henslow wrote a paper or pamphlet upon the application of botany to education, did he not?—There was a little pamphlet published, I think, by the South Kensington Museum.

76. I thought it was published in Cambridge?—He published several books in Cambridge, and he used to print the syllabus of his lectures.

77. I think there was a little pamphlet on the educational uses of botany, do you remember it?—I do not remember it; but I have no doubt he did, because he was in the habit of printing and distributing educational projects.

78. You have not a copy of the pamphlet?—I will inquire, and if there is one I will direct it to the Commissioners. There is a general account of what he did in Mr. Jenyns' life of Professor Henslow.

79. But in the one I allude to he rather treats of the theory of the educational uses of botany. Mr. Jenyns, I think, only speaks of his practice?—Chiefly of his pratice.

80. (*Lord Lyttelton.*) Is it still the custom that a Latin oration, which is called the *Oratio Harveiana*, is delivered every year?—I am not aware that it is in Latin now. It used to be in Latin.

81. (*Mr. Twisleton.*) Would you see any difficulty in teaching botany regularly in public schools to classes of 30 or 40 boys in the middle parts of the school, two hours a week?—None whatever, provided the other lessons were not too long.

82. And if two hours a week were set apart for instruction in botany during the whole year, or during two years, do you entertain any doubt that they might be thoroughly grounded in that science?—None whatever, if it were properly taught.

83. A comparison has been made, as to popularity, between lectures in chemistry and lectures in botany. There is a reason, is there not, why merely professional lectures on botany are not so popular as such lectures on chemistry, because the experiments in botany are not so brilliant?—They are not so brilliant. It is impossible for anyone to learn botany properly, except by himself pulling plants to pieces with skill and judgment. Now plants are always accessible, every child has the skill, and the judgment comes by experience and teaching. This is why I so strongly advocate botany, as the readiest, simplest, and most practical means for training the observing and reasoning faculties. Such training cannot be given by lectures.

84. But even as to popularity, botany would not be at the same disadvantage if the instruction were not merely professorial, but children were required themselves to take the plants, and observe them, and describe them?—Not at all.

85. So that in practice, if the instruction was pursued properly, there are greater facilities for teaching botany, and the objections which apply to mere lectures, would not apply to teaching in classes?—Not at all.

86. At the High School in Glasgow did you observe among boys a difference of aptitude for the three branches of languages, mathematics, and the sciences of observation?—Very great.

87. A boy who distinguished himself in classics might have an inaptitude for mathematics and natural science, and *vice versâ*?—Yes. One of my own classmates was a dull boy in the High School, where mathematics were not then taught except in the senior class, which I did not attend. He was the best mathematician of his year in the University afterwards.

88. Do you not think that it is very undesirable that a boy at school having faculties of a particular kind should have them wholly neglected. Take the example of a boy who had really an aptitude for the natural sciences, do you not think it is a very hard case that his faculties should be wholly neglected?—I think it is very hard. Nothing is more destructive to his whole education.

89. Supposing that boy happened not to have a turn for languages, his place in school would be very low down. Would not it have an injurious moral effect habitually for him to be regarded as stupid because he had no talent for languages?—Yes.

90. It would have a tendency to impair his self-respect?—Quite so.

91. The same boy, if he had an opportunity of cultivating his faculties in the natural sciences, and using his abilities there, would be likely to become a much more useful member of society?—Yes, much more.

92. Have you observed among boys that it is desirable that there should be a variety of studies?—I have not directed my attention to that.

93. You have not observed that you should not argue from the advantages of concentration in grown up men against variety in the studies of children?—I think they are totally different things. I think there ought to be variety, undoubtedly, for the children, and more concentration in after-life.

94. So that you might teach a little of various subjects to children with advantage, where you would not proceed on the same principle with grown up men?—Yes.

95. I believe you gave lectures on this subject to the Royal children?—No; but I accompanied Professor Henslow when he gave lectures and demonstrated plants to the Royal children.

96. Were you acquainted with the opinions of Prince Albert as to the desirableness of making acquaintance with the natural sciences a part of the education of boys?—He was very strongly in favour of it, and it was on that account he asked Professor Henslow to give these demonstrations at the Palace.

97. Are you aware that he expressed his regret at the general neglect of the physical sciences which prevailed in England?—He expressed himself strongly on that subject to Professor Henslow in private on several occasions, long previous to his attending at the Palace.

98. To come back to the schools of Professor Henslow, did any practical advantage result to the children from this acquaintance with botany?—He has told me of instances in which these children have gone out to service afterwards and in which those qualities have come out very eminently in them. They have been more useful and more handy, and especially as nurserymaids. They have been more agreeable to the children and more amusing to them. They do not stop and drag the child along, when the child itself stops to look at a flower, piece of grass, or an insect. They stop too.

99. So that it really has been useful to the scholars afterwards at service?—Very useful.

100. (*Mr. Vaughan.*) Have you ever acted as examiner of medical students?—Not in medicine. I examine for the Army Board men who are candidates for assistant surgeonships. These are not medical students, but men who must have taken diplomas before they come before me as an examiner.

101. Are you acquainted with the medical profession well?—I cannot say well, but incidentally I am. I have had a medical education.

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102. You know generally what medical education has been or is now?—Yes, I know a good deal about it.

103. Do you know whether in the higher branches of the medical profession there are a great many who have been to the English universities and public schools?—I should say very few who have been to the English universities.

104. And to the public schools?—I should say not many. A larger proportion have not, I should say. I mean not to the great public schools, as Eton, Harrow, &c.

105. Are there many that are now acquainted with classical languages, or do you think that that education is going into disuse?—No; I think it ranks higher with medical men than it used, but that is because medical education itself is very much improved.

106. When you say "used," you speak of the usage of 20 rather than of 40 years ago?—20 years ago.

107. There has been some considerable reaction in the last 20 years?—Yes. They are all examined more strictly in classics now than they used to be.

108. Do you know what has been the feeling that has produced that reaction in favour of the classics, which you speak of as now existing?—I am not prepared to say off-hand. I think, however, on consideration, there would be no difficulty in answering it.

109. As a matter of fact, it is the case that the classical education is becoming more valued. You may say that generally?—I think so, decidedly.

110. Than 20 years ago?—Yes.

111. You do not know the grounds on which account chiefly it is valued, whether for the sake of the medical literature contained in the classical languages, or for the sake of the discipline?—It is for the sake of the discipline chiefly, and for the proof that a man has had so much mental culture.

112. I suppose, however, that there is a very large medical literature in the Latin language even still, written by famous anatomists and physiologists?—Yes; but I think that all they have written has been embodied in the vernacular of the chief European languages long ago.

113. It being the case that classics are very much valued, do you suppose that if the physical sciences, which are necessary to medicine, were, together with these valued languages, taught at the public schools, the opportunity of getting both the classics and the physical sciences would attract persons who intended to adopt the medical profession very much to them. In other words, would not the incorporation of physical sciences into the teaching of the public schools, as classics are already taught there, have the effect of attracting a great many, who intend to make medicine their profession, to the public schools?—It is difficult to answer that question, because, as a general rule, the medical profession is recruited from a class of society that does not send its sons to the great public schools in England.

114. You think that the absence of those intended for medicine resolves itself into that?—I think so in the present state of the schools and of the profession. Hitherto the medical profession has been recruited rather from the middle and lower classes than from the upper classes of society.

115. I hardly need ask whether there are not many physical sciences which are equally necessary to a medical education with botany itself, chemistry for instance?—Chemistry is much more needful.

116. And of course physiology and anatomy?—Infinitely. They are essential. My own impression man is the chief use of practical botany to the medical is that the training it gives to his powers of observation.

117. Has it been the case in the course of the progress of medical science that the botanical part of it has rather dropped out of applicability?—I think decidedly. A direct applicability do you mean?

118. Yes?—Yes; in the sense that the medical man is not a herbalist as he used to be.

119. I suppose there are very few of the physical sciences that are not ministerial in some way, and many of them most essential, to the medical profession?—They are all so. I think now the best medical degrees demand an elementary knowledge of every one more or less; certainly the London University degrees demand all, except, perhaps, applied mechanics, &c.

120. Is it the expensiveness of the public schools which deters medical students from resorting to them for general education as much as the education itself?—Yes; that has a great influence, because persons who have to educate their sons as medical men, know that the special education they have to give them as such will be a very costly one, and they are not prepared to send their sons to the most expensive public schools on the chance that the education obtained there will be worth the money, considering the great expense they will afterwards have to go to.

121. (*Sir S. Northcote.*) In their special teaching?—Yes.

122. (*Mr. Vaughan.*) Can you say what is the reason why persons in the upper classes and upper ranks of the middle classes at the present time are not so much in the habit of sending their sons into the medical profession?—It is a very difficult question to answer. In the first place the position of medical men in the public service ranks lower than it should; for instance, a young man who so goes into the army or navy can never rise to an official position equal to that of a colonel, or a general officer, or a field-marshal; he is put behind in every way; in the brevets that come out he is mentioned in a separate class apart from and after the executive officers. That is one reason. Then, again, many persons are disinclined to hospital practice, to anatomy and dissection. These are not usually considered to be the most pleasant pursuits.

123. (*Lord Lyttelton.*) You are aware of some schools, or departments of colleges, specially intended for medical education. I believe there is one at St. Bartholomew's, and I know of two at Birmingham, which attempt to give a cheap education, but in every case including classical teaching?—I know there are such, but I know nothing personally of them.

124. Do you know Queen's College and Sydenham College, Birmingham?—I know their names only. I was not aware that at St. Bartholomew's there was a very cheap school.

125. (*Mr. Thompson.*) You remarked just now about the unwillingness of parents to send their sons to public schools. Did you mean that to apply to boys or the parents of boys who had designed them to practise as physicians proper; are they not fully as high a class as the clergy and lawyers?—The physicians proper are a very small body. Very few men are educated as physicians proper.

126. (*Mr. Vaughan.*) But there has been a certain degree of revolution in the profession in that respect?—Yes.

127. That is owing to the higher education of what may be said to be the lower parts of the profession?—Yes; and because general practitioners are more in demand than physicians. A good general practitioner ought to know all the physician does, *plus* the surgery.

128. (*Mr. Twisleton.*) Are the medical degrees in the London University valued?—Much more highly than any.

129. Will you explain why?—Because they are so strict.

130. They are a pledge of previous acquirements in various directions?—Yes; they demand a more thorough education.

131. They require some knowledge of Latin and Greek for matriculation?—Yes; and mathematics too.

Victoria Street, Wednesday, 19th November 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
SIR STAFFORD H. NORTHCOTE, BART.
HON. EDWARD TWISLETON.
REV. W. H. THOMPSON.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

RICHARD OWEN, Esq., F.R.S., called in and examined.

Richard Owen, Esq., F.R.S.
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1. (*Lord Clarendon.*) I believe, Professor Owen, you are Superintendent of the Natural History Department of the British Museum?—I superintend three of those departments.

2. What are those departments?—Those of Zoology, Geology, and Mineralogy.

3. You are also a Fellow of the Royal Society?—Yes.

4. And the author of well-known works on comparative anatomy, paleontology, and kindred subjects?—Yes.

5. In these different aspects, and altogether as an instructor of the public in these interesting subjects, I have no doubt that the state of knowledge of physical science in this country has been a matter of anxious consideration to you with reference to our educational system, and we should be much obliged if you would give us your opinion upon that subject?—I have long felt a great desire to see the time arrive when our larger educational establishments for youths, particularly the great public schools, to which the sons of the wealthy and territorial families in England are sent, should possess the means of imparting to them the elements and methods of natural history, either in botany or zoology, or both.

6. Do you consider that these branches of science have been ignored at the public schools to which you allude?—I am not aware of any arrangement or organization for a systematic instruction of the youths in those elements and methods at our great public schools, nor that they receive the smallest amount of natural history instruction. I am speaking of the science now as one of the branches of instruction systematically given; and that is my impression.

7. The result of your observation, coming in communication, as you must have done, with various classes,—the wealthy, the middle, and the poor,—I suppose is, that there exists a complete deficiency in knowledge upon these subjects?—The absence of a knowledge of the main end, methods, and application of natural history has appeared to me to be greater in the higher and more refined classes of the community, than in the middle, or perhaps even, as regards details or species, than in the lower classes. If I were to select a particular group it would be the governing and legislative class, which, from the opportunities I have had of hearing remarks in conversation or debate, appears to be least aware of the extent of the many departments of natural history science, of the import of its generalizations, and especially of its use in disciplining the mind, irrespective of its immediate object of making known the different kinds of animals, plants, or minerals.

8. I suppose, when you attribute this state of ignorance to the higher classes, you allude to the absence of instruction both at the public schools and at the universities at which these classes in particular are educated?—More especially at the public schools.

9. You are probably aware that at the public schools classics and mathematics are considered to be the best means of training the mind; but you, I suppose, would consider that is not the best training which omits the physical sciences?—Not the completest. Grammar and classics, arithmetic and geometry may be the most important disciplinary studies; we know the faculties of the mind they are chiefly calculated to educe; but they fail in bringing out those which natural history science more especially tends to improve. I allude now to the faculty of accurate observation, of the classification of facts, of the co-ordination of classes or groups; the arrangement of topics, for example, in their various orders of importance in the mind, giving to a writer or public speaker improved powers of classifying all kinds of subjects. Natural history is essentially a classificatory science. Order and method are the faculties which the elements and principles of the science are best adapted to improve and to educe.

10. We had an important witness here the other day, who gave us some interesting information, and one of the things upon which he laid a great deal of stress was a general deficiency in the exercise of the mental powers. He found this want was such as he might express by the term, a deficiency of judgment. Would you be prepared to agree in that opinion?—No. I presume that, now, something more than memory and imagination are exercised, and that the present system of education sharpens the mental powers for rigid deduction of consequences, as by geometry and mathematics; for close conformity of the word with the idea, and the whole faculty of word-fighting, as by logic. All these powers ought, at least, to be brought out, if I do not over-estimate the present system of public schools, to say nothing of the gain by discipline in the power of endurance of labour. I would not claim for natural history more than its due as an elementary training science to be taught in the schools. It is a science which benefits and improves the mind for accurate observation of things presented to the eye, and by bringing out the faculties of classification, order, and method. I cannot, for example, imagine any intelligent youth, for the first time listening to the statement of the way in which, in natural history, any one plant or animal is referred to its species and genus, without being to a certain degree improved. For example, after hearing the general character of living or organized beings, he would then be told how we divide all these into the vegetable and animal kingdoms. We then take the animal kingdom, and point out the characteristics of its primary divisions or provinces, one of which is characterized by the back-bone and called the vertebrate province. He would then be taught how all backboned animals are divided into fishes, reptiles, birds, and mammals. The boy would be told how and why he is a mammal, and what are the characteristics which put him into that class. Next he would be taught the sub-divisions of the class of mammals, distinguished by characteristics of the brain and limbs, as, *e.g.*, when one pair of limbs ended in feet and the other pair in hands, that the order *Bimana* was formed, of which mankind is the sole representative species. One cannot doubt the good effect that such an illustration would have in educing faculties of method and arrangement, by showing how, in an assemblage of animals which are to be counted by thousands, you are able to put every one of them by the methods of natural history into the right place, and to know where to refer to them in the zoological system.

11. And you consider that would be an important and useful training of the mind?—Surely.

12. Have you ever thought in what way the present system, which is by no means so defective in

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your opinion, as some people think it, might be improved, or how those improvements might be introduced into public schools, either on a different system or superadded to the existing system?—Yes; I have thought a great deal upon the matter, and I have discussed the question with masters of different grades of authority in public schools and other places of juvenile instruction. I am fully aware of the difficulties which surround the beginning of a reform, and the upshot has been the conclusion that the chief addition or improvement might be made at first, and the advantage sought for gained, if every boy at the proper age should be enabled, if not compelled, to listen to a course of lectures, or hour's instruction, in natural history. One hour in the week, during six months, I believe, would suffice for the good that one might expect from the teaching of natural history in such public schools as Eton, Rugby, or Harrow.

13. The lecture should be on natural history?—Yes.

14. Natural history would represent what?—It would represent, zoology, relating to animals; botany, to plants; mineralogy, to minerals. Of course it branches off into collateral subjects, as anatomy; some knowledge of that, indeed, would be necessarily acquired, because boys could not learn the classification of animals without getting some idea of the general principles of their construction. And so with regard to the classification of plants. Zoology and botany are both based on anatomy, or that which relates to the construction of animals and plants. With respect to geology, that would be too complex, and not necessary, I apprehend, for the main aim in view. All the disciplinary effect would be got by the lectures on natural history, which might be limited to one of the three classes, but I would more especially recommend the branch relating to vegetables or animals.

15. You must be a very good judge of the amount of information that can be communicated practically by a lecturer to young students, some of them perhaps not very willing ones. Do you think that an hour a week would be sufficient to impart that elementary knowledge at all events, which nobody ought to be without?—I think it would, by way of an experimental beginning. One cannot foresee what the ultimate demand might be, but as a commencement I should not be disposed to trespass to a greater extent on the amount of time which is now devoted to the old subjects of instruction than one hour a week during six months.

16. (*Lord Lyttelton.*) But you would test the retention by the students of what they understood of the lecture, in some degree?—Yes.

17. (*Lord Clarendon.*) That is to say, that the lecture should have direct encouragement from the masters, by becoming a part of the regular study of the school?—Yes, exactly.

18. Otherwise, if it were simply voluntary, or extra, it would not fare much better than it does now?—Probably not.

19. Then you think that time would be sufficient?—Yes.

20. I presume that a great deal would depend on the power of the professor of communicating knowlege, whether that time would be sufficient or not. Probably you would not be inclined, supposing you were able to fix upon the change that should be made, to require that there should be a regular professor of natural history resident in the school, who should be able to take pupils, and to resolve any difficulties that occurred to the minds of the boys; in short, that he should be a permanent part of the establishment?—No; I do not think that would be requisite. I believe that if a well-qualified teacher or professor were to visit a public school at any season that might be found most convenient, and reside for such a time as would enable him to go through his course of lectures, during the proportion of the year which I have suggested, it would suffice.

21. You would prefer his being resident at the place, and being in a position to be referred to, rather than that he should come down from London, be in attendance for an hour, and then go away again, as I believe is the case at Eton?—Great benefit would be derived by an uninterrupted demonstration of the subject-matter selected, during the season allotted to that purpose: by uninterrupted, I mean that the teacher should give his lectures at a fixed hour every day, for at least five days in the week, during the continuance of the course. The railroads and other conveniences for travelling might make it easy to go to and fro, and I am not certain that it would be absolutely necessary for him to be resident. But it would be better if he were in the way to give those who might be disposed, out of school-hours, to examine the specimens or diagrams, the requisite explanations.

22. Then, as a general deduction, you consider that youths would find, in the study of natural history science, a good school, first of all for self-instruction, as well as for instruction acquired from others, and for that self-education which induces a man to examine himself, because those qualifications that he would have to obtain would require much self-education?—Certainly.

23. And, as far as your observation goes, you think there is a great deficiency in that respect at present?—There is apparently an entire deficiency of instruction in the elements and methods of natural history.

24. And you think that, with respect not only to those who are actually at the public schools, but the men who have gone through both public schools and universities, those qualifications have not been obtained?—No.

25. Have you observed that more attention has been called to physical science, and to the subjects of which we have been speaking, at proprietary schools; for instance, at middle-class schools is more honour done to physical science than at the public schools?—My experience does not go much beyond King's College, University College, and the arrangements there, so that I am perhaps not qualified to speak of the progress of elementary teaching, or natural history teaching elsewhere. I do not know what has been at work in proprietary or large private schools. I believe that some progress in that respect has been made; but I do not know enough of the matter to speak with any degree of certainty on the subject.

26. Are you aware that at the London University there is a considerable amount of elementary knowledge in physical science required before matriculation?—Yes; it seems to be rather comparable with the present university system than the public school system.

27. (*Mr. Thompson.*) It is only for matriculation?—Yes.

28. Which implies that it has been taught at school?—Yes.

29. (*Lord Clarendon.*) You say, that having given anxious attention to the subject you have taken the opportunity of communicating with the masters of different public schools?—I have been in occasional communication with them.

30. Have you found any indisposition to recognize the importance of natural history and physical science?—No, none; the difficulty has appeared to me to consist in their not seeing the way of fitting in the natural history teaching with the system now in operation.

31. But there was no objection to it if it could be so interwoven?—No, no objection to it; but I should say that there was unmistakeable evidence of a want of appreciation of its value as a training instrument.

32. Do you think that there would be any unwillingness to adopt some improvement in the system, that is to say, that although the value of physical science might not be appreciated, yet that it might be recognized as forming part of the requirements of the present age?—If the method of imparting that

elementary information was systematic, and shown to be effective on some settled plan, and if it was seen that no more time was asked than could be spared with due regard to the old teachings; as, *e.g.*, for zoology, one hour a week during six months; and if the masters could see their way as to how it could be done without undue disturbance of the present system, I do not think there would be any active obstacle interposed on their part. I think the natural history would be received, although I do not know how far it would be willingly received. It would, however, be essential to have it methodically estimated and provided for.

33. The chief practical objection that we have heard is the want of time?—I think that is the main one that I have heard raised.

34. You see no reason, however, to think that upon that ground there need be any objection?—No.

35. (*Lord Devon.*) You used the term "proper "age," what age should you consider the proper age for the commencement of studies, such as those of which you have been speaking?—From 15 to 16.

36. I apprehend that you would not apply it to the junior classes in the public schools?—No, not to boys much under that age.

37. We have had remarks made to us as to the importance of bringing out and developing the faculties of observation at a much earlier age than that. Probably in your judgment that would not apply to the sciences to which you have made special reference?—To have sufficient knowledge to enable one to speak with anything like value or authority on that point, one ought to have experience in the teaching of youths. Now I have not had that experience. My teaching has been of the adult class, so that I do not wish to assert an opinion as to age, which some may have better grounds to pronounce on than I can pretend to.

38. Would you be prepared to express any opinion as to the advantage of teaching chemistry in the public school system?—Chemistry is a good subject to be taught. It induces, in the first instance, dexterity and nicety in the use of the fingers, besides caution in making a comparison of experimental results. No doubt there are useful faculties of the mind brought out well by chemistry. At the same time there are the practical difficulties of the apparatus for experiments, and if I were to refer to age in regard to the teaching of natural science, I should be induced to raise the age in reference to the applicability of chemistry as a disciplinary science. The elder boys would be more careful and less mischievous, and therefore more likely to obtain a benefit from the laboratory in chemical teaching, without being so subject to its accompanying evils. I do not, however, on the whole, look on that study with so much favour as the methods of natural history, as an adjunct to the exercises of the memory in boys' schools; but at the same time I am not blind to the advantages attending it.

39. You are aware that an impression exists, that in the public school system there should be introduced the teaching of modern languages, natural sciences, music, and so on. Should you be prepared, or feel inclined to give us an opinion as to the comparative importance of the introduction of these subjects?—The modern languages I should be disposed to place first in importance, natural history next, chemistry last. With regard to astronomy and mechanics, these I think, are already in part provided for in the illustrations of geometrical and algebraic teaching.

40. Then do I understand you to mean that, in regard to each of these, except, perhaps, modern languages, you would not commence their introduction until the boys had attained the age, say, of 15?—From my present experience, I should say, that with respect to natural history, 15 would be a good age to begin. The pupils of Liebig are usually older.

41. (*Lord Lyttelton.*) With respect to the objection which you, no doubt, have often considered, as to the effect of introducing a large amount of natural history or other matters, before the age of 15 or 16, are you clear that it would not, in any degree, injure the faculties in the way which has been illustrated by the example of the beating out of gold leaf; that is to say, that in proportion as you extend the area of the boys' instruction, you would, in a similar degree, diminish the depth and solidity. You do not apprehend any danger of that kind?—No; not in regard to the proportion of natural history instruction which I recommend.

42. Have you found that objection to exist in the minds of any of the masters?—At the first blush, upon the introduction of the topic in a general way, I have; but I think that if natural science was systematically taught, and the masters found that as much of it as was necessary, as a training instrument, could be given in one hour in the week during part of the year, they would not consider such objection to be valid.

43. (*Sir S. Northcote.*) You spoke of one hour a week, but you spoke also of a resident teacher who might give a lecture every day. I presume that is with the view of taking a certain number of boys each day?—Yes; in groups, so that not more than one hour a week should be taken from each boy's ordinary school studies.

44. What do you consider would be the largest number of boys that a teacher could very well take in a class?—For the amount of elementary teaching that would be useful for a boy I should not suggest a class beyond 50. I think that a room that would allow 50 to hear and see, and to whom might be addressed questions after the demonstration, and followed by explanations, where the youths had not quite comprehended what was said in the lecture would be large enough. I think 50 is the outside that should be dealt with at a single lecture.

45. You contemplate, I presume, something more than a mere lecture, something in the nature of a lesson as well, in which the boys could ask questions, both with reference to the lecture then delivered and to the previous lectures?—I referred just now to what has been my general experience in teaching, but there was one exception. I was honoured by a request from the late Prince Consort to lecture to the Royal children, and I devoted three-quarters of an hour to lecturing and explaining the diagrams, and the other quarter of the hour to answering questions and entering into explanations, which seemed to add much to the instruction aimed at. I must add also, that in these questions I was ably aided by the Prince Consort himself, and in this way we found out every point that had been misunderstood or not comprehended by the Royal children.

46. (*Mr. Twisleton.*) Were all the Royal children present?—On one or two occasions they included all except the youngest.

47. (*Sir S. Northcote.*) I understood you to recommend the introduction of this study chiefly for the purpose of disciplining the mind. Now, do you suppose that the qualities of the mind which are called out by the study of natural history are those which would be practically available for boys in after-life in prosecuting all the physical sciences. What I mean is this: Supposing a boy to have had a training in natural history, will that be of great advantage to him in after life in taking up chemistry, or geology, or any of the physical sciences, although he may not have paid attention to those particular sciences in his youth?—It would be essential to geology. It would not apply so much to chemistry. The value of teaching natural history science would be in improving the powers of observation and enabling the mind to grapple better with all the ordinary business of life, so far as the faculties of arrangement, classification, and order are concerned.

48. Even in the study of chemistry would not these qualities be useful?—No doubt; but when one imagines a youth taking to the study of chemistry, it

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implies a mind with innate aptitude for that kind of scientific research, and I conceive its methods and procedures to be too abstract and refined for use as elementary training of great assemblages of boys for the purpose of improving them for the common purposes of life.

49. The object of my question is this: Assuming that it is impossible to teach boys at school everything, without in fact teaching them nothing at all, I want to see whether we can fix on any one study which will be proper for the development of those faculties which will be required for natural science generally, and I want to know whether you consider the study of natural history would be a substitute for, or rather would be taken as the representative of all that class of science, so that it should not be necessary to have a special education in the other branches of natural science also?—I think the uniform practice in the Continental schools where natural sciences are taught, is to begin with natural history. The students learn the elements of botany or zoology first before going to chemistry and the higher sciences, which seems to give an answer in the affirmative to your question, so far as that natural history as a disciplinary science is the best calculated to impart to the scholar qualities which will be found useful in enabling him to pursue more difficult studies afterwards.

50. Reference has just been made to the matriculation examination for the University of London. We know that those who come up for matriculation at the age of 16 are expected to have a general knowledge of the elementary part of chemistry, and also of many other subjects; but they are not required to have any knowledge of natural history. We were told by a gentleman who represented the University of London that that was done deliberately, and that it was thought that chemistry should be taken at a much earlier age than the science of natural history. In your opinion that is inverting the proper order, and the science of natural history should be taken first?—It would be an entire inversion of the practice of the German and French great educational establishments. I think, without exception, the classes that have the youngest students in physical science are those which are taught natural history.

51. Would you propose to introduce natural history into all the schools, or do you think that different subjects should be taken up at different schools; that at Eton, for instance, they might pursue the study of natural history; at Rugby, the study of chemistry; and at other schools, the study of other branches of natural science. Do you think there would be any advantage in that, or should you prefer to take natural history in all if necessary, and omit chemistry in all?—I should be sorry to advocate natural history to the entire exclusion of chemistry or natural philosophy; but I do not think it would be wise to omit natural history in any great school and consider chemistry as its substitute, chiefly on the grounds before stated; and partly for this reason, that in every community of 200 or more youths, there must be some few, the constitution of whose minds is specially adapted to the study of natural history, to the work of observation and classification, who consequently are impelled by innate aptitude to that kind of study, but who are not at present afforded the slightest opportunity of working their minds in that way; so that it may happen that the faculty or gift for natural history, if it be not actually destroyed by exclusive exercise in uncongenial studies, is never educed. What is the result? In all our great natural history movements we have looked in vain, since the death of Sir Joseph Banks, for any man having a sufficient standing in the country to fraternize with us, to understand us, to help us in debate or council in questions most vital to the interests of natural history. It has often occurred to me to ask how such should be the case, and my answer has been, that in the education of the noblemen and gentlemen, the great landed proprietors of England, of those destined to take part in the legislation and government of the country, there has been complete absence of systematic imparting of the elements of natural history, no demonstrations of the nature and properties of plants and animals, no indication of the aims and importance of natural history, no training of the faculties for which it affords the healthiest exercise; consequently they have not been educed. I cannot doubt that this must have been the effect of the present restricted system. There must have been by nature many Sir Joseph Banks since he died, but they have been born, have grown up, and passed away, without working out their destined purpose; their peculiar talent has never been educed, their attention has never been turned to those studies, but they have been wholly devoted to classics. It must be remembered that minds of this class are usually very averse to classical studies and mere exercises of memory and composition; they never take to them; they get through them as well or as ill as they can, doing little or nothing to the purpose, and they fail to achieve that for which they are naturally fitted from the want of having their special faculties educed. I consider it a loss to the nation that in our great educational establishments for youths there should be no arrangements for giving them the chance of knowing something of the laws of the living world and how they they are to be studied.

52. What I want to ask in the first place is in regard to the discipline of the mind. I quite understand you to say, that if a boy in his younger years fails to have his mind exercised by observation his powers will not be developed; but I want to know whether you consider natural history alone to be the proper mode of training the powers of youth in physical science, or whether another science, such as chemistry, could be substituted for it in some cases?—No; chemistry would not educe so well the faculties of classification; it would educe powers of a different character and perhaps of a higher degree of value.

53. You would not think that a boy who studied chemistry would possess an advantage over a boy who had not studied chemistry, when he came to the study of natural history?—I cannot say. It might; but I do not know how that would bear on the first question.

54. The object I wish to arrive at is this; It is impossible that a boy can be taught everything at school, and I want to know whether your mind receives this idea, that there should be schools at which natural history should be taught to the pupils, the subject of chemistry being set aside in those schools; while there should be other schools in which chemistry should be taught, so that if a boy were known to have a special aptitude for natural history he should be sent to Eton, and be well trained in that, rather than that he should be required to go through a course both of natural history and chemistry, and thus acquire probably a superficial knowledge of both?—The knowledge of both sciences would necessarily be superficial in any case; but the training benefit to the mind in giving that superficial glimpse of the science would be secured. The elements whether of chemistry or zoology would be taught as educational instruments. One might succeed the other during the proportion of the year set apart for natural science; but, for reasons already given, I think it would be disadvantageous to supersede natural history by chemistry at any school.

55. I do not know whether you are acquainted with what is called the system of bifurcation in foreign education; that is to say, that boys are taught up to a certain point in all matters in common, and that after a certain point those intended to pursue a literary course take one line, and those who study mathematics and natural science take another. Are you acquainted with that system?—Not at all; but it seems to be a good one.

56. Would you propose or approve of the introduction of that system into public schools, and allow a boy of 15 or 16 years of age to drop a certain portion

of the work and undertake natural science, while other boys would not undertake natural science at all; or would you prefer that they should all go on through the old school-boy course up to 17 or 18 years of age?—I think they ought all to go on together until about the age of 15, and that it would be better not to divide work into particular channels of education until experience had been had of the working of the more simple method of adding the elements of natural history to the old school-course.

57. I suppose you would not think it right that the same teacher should undertake more than one branch of natural science; for instance, that a teacher should undertake to teach natural history and chemistry as well?—I should think not.

58. But that different branches of natural history, such as zoology and botany, might be undertaken by the same man?—Yes.

59. Do you think there would be much difficulty in getting teachers, say for the seven or eight principal schools of the country, to undertake that work?—I am afraid at the present time that there would be, arising from the general defects of our teaching arrangements, especially the want of systematic teaching of the elements of natural history in schools. We are all of us, as it were, naturalists by accident. It is the perception of that difficulty which has led me, on every occasion when I have been called upon to give evidence on the subject, to urge the giving of elementary instruction on natural history as one of the duties that should be attached to the keeper of each secondary or subordinate department in great national museums of natural history. In them there may be a gentleman who has charge of the shells, a gentleman who has charge of the birds, another who has charge of the fishes and reptiles, another who has charge of the mammalia; the especial care of the secondary groups may be respectively confided to some one gentleman who has consequently a profound knowledge of this class, and may have studied it for a long period of time. Now, if with his conservative duties he had to give 12, or at most 24, public lectures on that branch of his science once a year, I am quite sure that he would greatly benefit himself, while at the same time he would greatly benefit his collection and the cause of education; and although he might not have a very large class, because that would depend on his power of speaking, and so forth, he would always secure an audience, such as I have seen at the *Jardin des Plantes*, at Paris, of some half a dozen young men adapted by nature to do good work in the progress of the science; and in this way we should raise up persons who possessed just the capacity necessary to supply the want you are speaking of.

60. He would give those lectures in courses?—Yes; I look forward to the establishment of an organization of that kind, when a museum for the display of the national collections of natural history may be formed, which, I believe, would benefit the nation very greatly, and especially those who were professionally engaged in teaching natural history.

61. You look to such lectures as those for the formation of a class of teachers for the public schools?—It would be a great help towards it.

62. But at the present moment you think it would be difficult to get them?—I should be sorry to speak confidently on that point. There has been more teaching in natural history in colleges and universities than there used to be; but, at the same time, if I were asked to recommend a teacher who would combine the qualities that are necessary to teach boys, I should have some difficulty in doing so; for boys are a difficult class to deal with.

63. Of course, it would be more difficult to find the requisite number of teachers for eight or nine schools than for one?—Yes.

64. Do you think one man could undertake different schools, or should the teachers be resident, or be there every day. I understood you to recommend, when you were speaking of a single school, that there should be a resident teacher to teach a class every day; but when we have to consider the wants of eight or nine public schools, I should like to know whether you think it would be desirable that we should try to get eight or nine different men, or try to introduce some system by which the services of one man should be made available at different places one after another?—Supposing the elementary instruction in natural history to be one hour a week for each pupil, and that the teacher should attend five days in the week, for successive classes during six months in the year, it would not be requisite that he should reside more than that period at the school or in the vicinity; and that necessity would depend on the vicinity of the school to London; for instance, at Eton he might, by means of the railroad, be there once every day, and still live in London.

65. When you say one hour a day, do you suppose a man could give two lectures in a day to different classes?—He might do so very well.

66. That would economize the time; he might take two classes a day?—Certainly.

67. Supposing that system of boys taking one subject one year and another another year could be introduced, it might be arranged that the chemical professor should take up his abode at Rugby, for instance, for six months, and the natural history professor at Eton for a similar period. Might there not be an advantage derived in that way?—I have not considered the particular working of the question sufficiently to be enabled to answer that question.

68. (*Lord Lyttelton.*) Have you considered what time would be necessary in the school, in addition to the hour a week employed by the lecturer, for the incorporation of the subject into the work of the school; because I presume, that unless the boys' places in the school are to depend in a certain degree on their proficiency in the knowledge of physical science, that is to say, unless it is made a subject of compulsion, and not one of mere taste or feeling, the attempt would be futile; therefore, in regard to the different examinations in the subject, and the study a boy would have to give it in his own room, in order to render himself proficient, do you take into consideration what additional time would be required for it?—If the course of lectures on natural history were determined on, to be given in the proportion I have suggested, I have no doubt the lecturer would adopt or recommend a class book, something like the Eton grammar in reference to Latin and Greek, and I presume that the boys who attended his lectures would have such natural history class book, and would be expected to read the part marked out for them relating to the lecture or the demonstration. The class would be examined upon the book, and marks given for proficiency.

69. Does it seem to you that on the average the addition might be probably half as much time again; that is to say, that if you allow one hour a week for the communication of the instruction, about half an hour a week more would be requisite for preparation?—I think that might be enough.

70. (*Lord Clarendon.*) In reference to what you said about a class book to be placed in the hands of the boys, do you consider that there exist at present good elementary works, on which a teacher might rely for assistance?—No; it would be very difficult to select one to answer that purpose; the demand has not arisen, and, therefore, there is not the supply.

71. (*Mr. Thompson.*) It would not be difficult to write one?—They are more difficult than is generally thought. Good elementary books on science are very rare.

72. (*Lord Clarendon.*) In Germany, do you know any good elementary books, or in France?—Yes, they have good elementary books in both countries. In France, there is an excellent elementary work on zoology by Professor Milne Edwards.

73. Those books are not translated, that you are aware of?—I think I saw an advertisement of the latter; but it would be too bulky and comprehensive

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for the elementary teaching I recommend for the beginning of the proposed reform.

74. (*Sir S. Northcote.*) If boys were tolerably advanced in French, might they not use books in French when being taught physical science?—Yes.

75. (*Mr. Twisleton.*) I think you approve of the plan of beginning with the sciences of observation, and concluding with the sciences of experiment?—Yes.

76. With regard to the sciences of observation, we have had evidence as to botany that boys might be well taught botany at 12 or 13 years of age?—I have no doubt of it.

77. If a boy were well taught botany his faculties would be sharpened and he would be prepared for zoology?—Certainly.

78. You were speaking of the German gymnasia; are you aware that they begin with the sciences of observation from 10 to 13 years of ge?—Yes.

79. You would not object to our beginning sciences of observation at 12 or 13?—No. In our case the experiment has not been tried, and random shots at a proper age can be rectified by the results.

80. In regard to the sciences of experiment, you are probably aware that at school it would be out of the question to teach boys generally in a laboratory?—I presume the difficulty would be extreme.

81. So that dexterity and neatness of hand could hardly be attained by the boys of a school generally?—They have too many ways of their own for the improvement of the neatness of manipulation to require chemistry for that purpose.

82. In regard to physics and chemistry I presume the knowledge that could be communicated to boys at school, would be in accordance with the facts discovered by others and with all the natural laws of the objects which surround them?—Yes.

83. That would be useful to a boy, independent of his experimenting himself?—Certainly.

84. You were educated, I believe, yourself at a classical school?—Yes, an old-fashioned classical school. Our master had been an Eton man.

85. Have you observed at school and in life since that there are three distinct types of mind, that some boys have a predominant turn for languages, others for mathematics, and others for the sciences of observation and other natural sciences?—Those are the three principal distinctions that one observes in all schools, no doubt.

86. Taking a school like Eton, where there are 800 boys altogether, can you entertain any doubt that there are many boys in that school whose predominant type of mind is for the study of natural science?—I have no doubt of it, and I have had complaints uttered to me by gentlemen who have been educated at Eton, and have afterwards under consequent disadvantage and difficulty followed their own bias in favour of the natural sciences, and who have regretted deeply that they never had any opportunity of learning the elementary principles of natural history.

87. Do you not think it is a great hardship to some boys that they have to remain at school perhaps till 18 years of age, without receiving any instruction on those subjects for which they have a natural aptitude?—I think it not only a hardship but an injury.

88. (*Mr. Thompson.*) You say that many of those sciences are in a progressive state?—Every science we are acquainted with is one of progress.

89. But the principles of some of the sciences are determined; such as those of mathematics, for instance?—The fundamental principles of classification in natural history are as certain.

90. Take this case: Fifty years ago, supposing zoology to have been taught in schools, would not the Linnæan system have been adopted?—You might teach the main part of that system, in reference to botany as a disciplinary science, at the present day.

91. I was thinking of the study of zoology?—In zoology, although of course there has been a great increase in the knowledge of the structure of animals since the time of Linnæus, still the principles laid down in Linnæus' immortal work, the "Philosophia Botanica," are really those that cannot be deviated from, whether the elements of zoology or botany be imparted.

92. You do not think there is any objection to the educational use of the physical sciences, in consequence of the fluctuating or speculative character of those sciences?—I deny the "fluctuating character;" it is not applicable to natural history. The zoological system of Ray is the basis of the system of Linnæus; it forms an essential part of the Linnæan system. There is neither fluctuation nor speculation. The principles of natural history are already as settled and fixed as can be needed for its use as a disciplinary science. Modification of details would never affect its value in relation to elementary teaching.

93. The zoological classifications of the ancients were somewhat puerile, were they not, even the classification of Aristotle?—No; it is surprising how much of Aristotle's system is really retained, how much is founded on truth and is the basis of the modern classification.

94. Plato was the first writer on classification, I think; Aristotle is very severe on him, if I remember rightly?—I am not sure. But the improvement that Cuvier made in the zoological system of Linnæus was mainly a revival of the Aristotelian principles, because Cuvier was the first modern systematist who had anything like the same amount of knowledge of the structure of animals which that wonderful man Aristotle possessed.

95. (*Mr. Vaughan.*) I suppose that in reference to the point on which Professor Thompson has just been speaking, it is the case in all but the most abstract sciences, in all branches of human knowledge, that there is some change of a progressive nature in the truths that are enunciated?—The amount of change, as affecting the great body of the doctrines, of course varies with the state of our knowledge.

96. I suppose that if we were to wait in order to teach the subject until we entirely escaped the possibility of there being some change in the form and substance of the truths taught and the method of teaching the truths that are taught, we should have to wait for ever in all sciences, should we not?—We should certainly have to wait for the termination of our existence as a species.

97. (*Mr. Thompson.*) Not with respect to arithmetic, for instance?—In Transactions of Societies and Academies of the Natural Sciences we see annual progress and discoveries in mathematics: the sciences in regard to the works of nature or of the Author of nature are more incomplete; and the more we know of them, the more we get impressed with the small amount of knowledge we possess. But that amount, compared with ignorance, is so great, and the principles that we are enabled to educe from the little that we do know, are so sure, that taking them at the present very imperfect standard, whether in respect to zoology, or botany, or geology, they are as good for the purposes of elementary instruction and discipline as they will perhaps be ten thousand years hence.

98. (*Mr. Vaughan.*) I do not know whether you have turned your attention to the subject sufficiently to make the comparison, but for a moment, to draw a comparison between natural history and civil or political history, would it not be the case that there has been as much change in the facts taught or advocated as that which should be taught in civil history,—in the history, for instance, of Rome or Greece,—than there can possibly have been in natural history within the same time?—It may be so, but the subject is rather out of my line.

99. In speaking of the advantages to be derived from natural history as a discipline of the mind, you have spoken chiefly of the co-ordination, the classification of facts, and the arrangement of topics. I

suppose that you do not intend to limit the discipline and the advantages that are to be derived from other physical sciences to those particular points ?—No.

100. You think that there may be several other advantages that might be derived from the several physical sciences, rather peculiar to them, but very valuable as gymnastics to the understanding ?—I may just mention another advantage arising from natural history as compared with other sciences, namely, that it expressly teaches and largely illustrates the teleological principle, or the adaptation of means to ends. Every character we should assign to each division of the animal kingdom would be drawn from the structure, which would show the peculiar purposes of each particular portion, and the adaptation of the whole structure to the particular ends for which the animal was created ; and this characteristic of natural history science would leave upon the mind an impression that could not fail to lie at the bottom of an amelioration of the moral character.

101. In chemistry, for instance, I suppose there might be many actions and powers of the mind that might be cultivated especially by that branch of science, for instance, the appreciation of cause and effect ?—Yes.

102. Do I have your consent to that ?—Certainly.

103. And as the arrangements and classification of visible structure would be taught by natural history, so the arrangement and co-ordination of physical powers would be taught particularly by chemistry ?—Especially so.

104. There is another point upon which I should like to have your opinion, which is a practical matter entirely with reference to natural history and physiology. Has it occurred to you to observe whether persons in the upper classes of society and other members of society are well or ill acquainted with the physiological laws of the human structure ?—No ; it is a knowledge very rarely possessed, as far as my experience goes, very rarely indeed ; and I believe that it is chiefly upon that general ignorance that the success of spurious systems of medicine have their dependence. It is upon the general ignorance of the population that the empiric bases his pretensions, and has an influence for a certain time, till one subsides and is succeeded by another.

105. In regard further to the prevention as well as the correction of mischief, may I ask whether the prudential teachings of physiology do not concur with the teachings of morality in general ?—Most closely.

106. They most closely concur ?—Most closely.

107. Supposing, therefore, at an early period before entrance into life, youths were made acquainted with the physiological laws which regulate the animal frame, and, indeed, the intellectual constitution to a certain degree ; do you think that would have a beneficial effect partly upon their moral conduct and partly upon the general control and government they should have over themselves as organised beings ?—I should think it would upon some natures.

108. You think it would not be universal ?—I think that many would disregard it. Under combative or other excitement they would care nothing about whether their hearts beat so many times a minute, or whether their brain were so few lines from the skull. I am afraid that though a certain proportion might listen to physiological teachings, there would be few on whom it would have any practical effect. On some natures it might tell.

109. Even with regard to the rules of temperance and chastity, would not the teachings of physiology have a good effect in giving a new sanction to those rules ?—It would give some sanction, but such effects as you allude to, I believe, would mainly depend upon other and higher grounds of teaching and upon example.

110. Do you not think it would strengthen the force of other teachings by disclosing other reasons for them ?—The truth is that anything I could say on that topic would not be very profitable. Of course I have had a good deal of experience in medical schools, and so on. There are other and higher teachings upon those points ; and besides, you must revert at last to the individual nature. I think the mere knowledge that a quantity of alcohol put into the ventricles of the brain must damage the organ, would have very little influence over a man who likes to enjoy the stimulus. If he will not forbear from higher motives, he would not care a straw about the prospective result to the brain. It is the same with respect to other points of physiology. No doubt, any little good that can be gained is worth trying to be gained, and if you benefit but a few, it is better than none at all.

111. You do not think the tendency it would have, before any evil habits can have been formed, to disclose the destructive character of vice or excess upon the frame would be perceptible ?—I should not be very sanguine as to the moral effect of physical teaching in any great degree.

112. (*Lord Lyttelton.*) In reference to the tastes of the boys in a large school, and the different bias they have, with respect to fixing the curriculum of the school, is it not necessary to go by our own judgment of what is best, because differences of taste among 800 boys would be very much greater than could be met by any arrangement of their studies. We must go, after all, by what we ourselves consider important ?—To the extent of not allowing a study of secondary importance to interfere with a primary one. A good deal would depend on the relation of the Head Master and the other masters to those outside teachers, if we may call them so. If the Head Master entered confidentially into communication with the teachers of natural history or other sciences among the boys, and inquired who showed an interest in the subject, he would hear from the lecturer that so-and-so had a very remarkable aptitude and came and asked questions, so as to make it evident that he considered such instruction a great boon. Now this pupil might prove to be the boy who was so stupid with his nonsense verses, or other tasks of memory and composition ; and the classical master might consider whether it would not be better to take a different course with reference to him and give him a greater amount of credit for the possession of those attainments of which he was capable, and make a less demand upon the boy in other respects.

113. The introduction of a variety of studies into a school must be according to our own sense of their relative importance, and not with respect to the taste of the boys, because these would be so numerous as to introduce a variety that no one would advocate in any school ?—That might be so, were the attempt made to meet every taste.

114. (*Lord Devon.*) I think that I understood you to say, that you considered that the sort of instruction that can be given by professors, say for an hour a week to each class by competent men, would be productive of considerable good ; but that to follow that out, there should be resident on the spot, and easily accessible, some person to direct the boys' reading, or to answer any questions that might arise. Do you think it likely, from the experience you have had of gentlemen of that class, that those who undertake the office of assistant master in different public schools, with university distinctions, would be competent to fill that subsidiary position, or would be likely to work with the professors who came ?—Since the establishment of the physical sciences tripos at Cambridge, and the museum of natural science at Oxford, I think resident masters possessing the requisite attainments would be found quite competent.

115. Do you think it would work well if a gentleman could be obtained to come and deliver lectures, and his services were supplemented and assisted by resident gentlemen connected with the general study of the school ?—Yes.

116. You think that not unlikely ?—In reference to the conclusion to which I have come in regard to the importance of natural history as an element of school instruction, and the time to be given to it in beginning the experiment, I would ask leave to read

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a passage from the address of a gentleman who fills a very eminent position, that of local director of the Geological Survey of Ireland, and Lecturer on Geology to the Museum of Irish Industry, Mr. J. B. Jukes, who, in opening the business of the Geological Section of the British Association, over which he presided at Cambridge, made these remarks:—"The natural sciences are now considered "as worthy of study by those who have a taste for "them, both in themselves and as a means of mental "training and discipline. In my time, however, no "other branches of learning were recognized than "classics and mathematics, and I have with some "shame to confess, that I displayed but a truant "disposition with respect to them, and too often "hurried from the tutor's lecture room to the river "or field, to enable me to add much to the scanty "store of knowledge I had brought up with me. "Had it not been then for the teaching of Pro- "fessor Sedgwick in geology, my time would have "been altogether wasted." So that it was just the accident, so to speak, of one short course on a branch of natural history, grafted through an old bequest upon the main studies of his university that led Professor Jukes to his appreciation of the method of study and value of the science which owes so much to his labours. I could also, with your permission, adduce a higher authority on the main point, and that is Baron Cuvier's, who, in the preface to the first edition of his elementary book on Natural History, expresses himself as follows:—"The habit necessarily "acquired in the study of natural history, of mentally "classifying a great number of ideas, is one of the "advantages of this science, which is seldom spoken "of, and which, when it shall have been generally in- "troduced into the system of common education, will "perhaps become the principal one; it exercises the "student in that part of logic which is termed "method, as the study of geometry does in that "which is called syllogism, because natural history "is the science which requires the most precise "methods, as geometry is that which demands the "most rigorous reasoning. Now, this art of method, "when once well acquired, may be applied with in- "finite advantage to studies the most foreign to "natural history. Every discussion which supposes "a classification of facts, every research which "requires a distribution of matters, is performed "after the same manner, and he who has cultivated "this science merely for amusement is surprised at "the facilities it affords for disentangling all kinds of "affairs. It is not less useful in solitude; sufficiently "extensive to satisfy the most powerful mind, "sufficiently various and interesting to calm the "most agitated soul; it consoles the unhappy, and "tends to allay enmity and hatred. Once elevated "to the contemplation of the harmony of nature "irresistibly regulated by Providence, how weak "and trivial appear those causes which it has been "pleased to leave dependent upon the will of man. "How astonishing to behold so many fine minds "consuming themselves so uselessly for their own "happiness and that of others in the pursuit of vain "combinations, the very traces of which a few years "suffice to obliterate. I avow it proudly, these "ideas have always been present to my mind, the "companions of my labours, and if I have endea- "voured by every means in my power to advance "this peaceful study, it is because, in my opinion, "it is more capable than any other of supplying "that want of occupation which has so largely "contributed to the troubles of our age."

The witness withdrew.

Max Müller, Esq., M.A.

MAX MÜLLER, Esq., M.A., called in and examined.

1. (*Lord Clarendon.*) I believe you are Taylorian Professor of modern languages and literature at the University of Oxford?—I am.

2. May I ask how long you have been so?—About eight years.

3. You have also been, I think, examiner for commissions in the army?—I have been examiner for the Indian civil service and the military service, and also, as Taylorian Professor, for the University scholarships in modern languages.

4. I assume that at Oxford you are in the habit of giving lectures?—I am.

5. Every term?—Every term.

6. What are the principal subjects on which you give lectures?—The literature of Germany and France, and comparative grammar or the science of language.

7. I suppose that both in your capacity of professor at Oxford, and of examiner in those different services you have had an opportunity of estimating the average acquirements of boys in French and German?—I have.

8. What is your opinion on that point?—I believe there has been a considerable improvement during the last years in the study of French and German.

9. What period do you include in the last years?—The time since the throwing open of the Royal Artillery and the Indian civil service to public competition. Ever since that time managers of public schools have exerted themselves very much to improve the teaching of modern languges. In the first examinations the results were anything but satisfactory; but I think that almost every year one sees the good effect which the throwing open of these services has produced upon public and private schools.

10. You would say that the present system of teaching at public and private schools has begun to produce some perceptible results?—Decidedly; and the lists of marks published every year in the reports of those examinations speak for themselves.

11. In the report of the examinations of the public schools do you mean?—No; the official reports of the examinations for the Royal Artillery and the Indian civil service. Of course, great allowance must be made for the small amount of time that is given to the study of French and German at all public schools. I think, however, that, considering the short time that is given to French and German in comparison with the amount of time that is devoted to Greek and Latin, the results have been very satisfactory. The teachers of French and German at public schools have to contend with great difficulties.

12. Have you been enabled to institute any comparison in different schools as to the proficiency of the boys they send out. You are aware that the inquiries of our Commission are directed to nine of the great public schools,—Eton, Harrow, Winchester, Rugby, Shrewsbury, Westminster, the Charterhouse, St. Paul's, and Merchant Taylors'. Have you had any opportunity of ascertaining whether improvement has been manifested in those schools?—I have not been able to do so, because in the examinations of candidates there is a number given to each, and I know neither their names nor their places of education; I only know the number, and I have to examine the papers, and report accordingly, without knowing anything of the previous education of each candidate.

13. That is in your capacity of examiner?—Yes.

14. In your capacity of professor at Oxford, have you any means of examining the boys who come up with reference to the efficiency of the teaching at the different schools?—No; but I have always found that those who know French and German well do not know it because they come from such and such a school, but because they have had special

advantages, either as being the sons of German or French mothers or fathers, or from having been abroad a considerable time.

15. Therefore you cannot trace any proficiency in German or French, in the young men of the university, to any particular teaching which they have received at school?—No.

16. But you would rather consider, that where there is proficiency, it has not been acquired at school?—Where there is great proficiency, that is to say, where boys are able to speak French and German, it has not been acquired at school. Those who carry off our scholarships at the Taylor Institution, are almost, without exception, either the sons of foreign parents, or else they have lived abroad a good deal, or have had other advantages, such as being the sons of ambassadors and so on.

17. I suppose your field of observation and comparison is narrow at Oxford, as between different schools, the attendance being voluntary, and therefore consisting principally of those who have a certain amount either of acquired proficiency, or who intend to make themselves masters?—Certainly.

18. So that you have no opportunity of observing and comparing the general mass of young men who come up from the great public schools?—Not so as to distinguish the schools from which they come. I could not say that a boy coming from Eton is better taught than if he came from Harrow; I have no means of forming an opinion upon that point.

19. You consider you have no means of forming an opinion as to the general proficiency of young men coming from Eton or Harrow?—Precisely so.

20. But you say, on the whole, there is a knowledge of modern languages, and especially of German and French?—Decidedly there is; considering the short period of time that can be devoted to it at public schools, I consider the knowledge, such as it is, very creditable. There are very few young men coming before me who are not able to read an easy French or German writer; as to speaking the language, and speaking it well, that is quite a different question.

21. About how many attend your lectures?—The number varies from three to fifty and more.

22. So that, with respect to the numbers who come up, the general mass who come up from the schools, your field of observation is narrow?—As professor it is narrow; as examiner it is a large one; for in the Indian civil service examination there are as many as 200 candidates every year, and for the military service I have to examine 8 times during the year, and I have each time on an average about 30 candidates. I also examine the cadets at the Royal Military Academies at Woolwich and Sandhurst, where young men come from other schools, so that I have had an opportunity, during the last eight years, of knowing the general average acquirements of the sons of the gentlemen of England in those branches of knowledge.

23. Though you may not know at the time for examination the names of the candidates, and the schools at which they have been educated, you probably have a subsequent knowledge of the matter?—Yes.

24. Do you know how many of the candidates of the East India service are furnished from those eight or nine schools which I have first designated?—With regard to the candidates for the Royal Artillery and Engineers, it is easy to determine this, for after the examination is over the names of the successful candidates are published, and their places of education. It would be more difficult in the case of the candidates for the Indian civil service, because many of them come from the universities; in the published reports only the last place of education is mentioned.

25. And should you say that many candidates for Woolwich came from Westminster, Harrow, Shrewsbury, Rugby, Winchester, and the other schools I have mentioned?—I think the reports that are published would answer your question much better than I could; but I should say from the general impression of those reports that about half the successful candidates come from our great public schools. It would, however, be easy to verify it.

26. Would you include Marlborough?—Yes, decidedly.

27. When you say, Mr. Müller, that there is considerable proficiency noticeable in German and French, it is only, I suppose, in reading, that is in the knowledge of the language?—It is in the grammatical knowledge of the language only.

28. The construction only?—Likewise in being able to translate an easy French or German book into English.

29. (*Lord Lyttelton.*) Not in writing in those languages?—Certainly not with any degree of fluency.

30. (*Lord Clarendon.*) In the construction of the languages?—In the grammar, and in a limited acquaintance with the dictionary.

31. I suppose you draw a great distinction between that and the facility and fluency of speaking?—Very great indeed. I find as a general rule that fluency in speaking is never acquired at any public school whatever. Whenever I find fluency in speaking, I can always trace it to an extraneous source.

32. I suppose you would think that it is almost hopeless to aim at fluency of speaking in a public school. The circumstances of the case will not permit of the boys acquiring it?—I have come to consider it quite impossible.

33. You are aware that in one or two schools an attempt has been made to acquire some fluency in speaking by the boys through the means of conversational meetings, and so on?—Yes.

34. And that they have not been attended with success?—I believe not.

35. I suppose there is no method which you could suggest by which fluency of speaking a foreign language could be acquired at our public schools?—No; and I think the experience of continental as well as English schools is against attempting to impart to schoolboys a conversational command of the language.

36. You say, the experience of continental as well as English schools; has the experiment been often tried by them?—In some of them the experiment has been tried.

37. And what have you heard has been the result?—I was brought up myself at a German school, and the experience there is exactly the same as in England, namely, that all that can be done during the short time that can be spared for the study of foreign languages is to give the pupil a good grounding in grammar, and the mastery of a sufficient number of words to enable him to read a newspaper, or an historical author in French or English. Beyond accomplishing this the German schools have certainly never succeeded.

38. (*Lord Lyttelton.*) Do you limit it to prose reading. Would you not include the power to read poetical works. I do not know whether you advisedly limit it when you say, that all they can do is to read easy prose works. Cannot they attain to the reading of poetry?—Not of difficult poetry. I am speaking generally, of prose.

39. (*Mr. Vaughan.*) Not even tragical poetry?——(*Mr. Thompson.*) Not Racine?—They read Racine. All, however, that I wish to say is, that when a boy leaves school he ought to be able to read for his own amusement or instruction an easy prose writer or an easy poet.

40. (*Lord Lyttelton.*) That is the general result?—Yes.

41. (*Lord Clarendon.*) You say you are aware that attempts have been made in Germany in some of the German schools or gymnasia to acquire or impart fluency in some of the foreign languages, especially, I suppose, English and French?—It has been attempted at the Real-schulen, not in the gymnasia, I believe.

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42. And that the attempt has been a failure?—It has been a failure in regard to speaking.

43. What has been the result of your observations on the accent which young men acquire at public schools. I am not talking of those who have had particular advantages as being the sons of ambassadors or of foreign parents, but of boys coming straight from Eton, Harrow, or Winchester, and who have only learnt French there. What sort of accent do such boys come to Oxford with?—It depends very much upon the individual boy. Some boys have no ear for accent at all, just as some have no ear for music, and although they may hear a word pronounced by a Frenchman they cannot imitate it. There are other boys who have a knack for it, and their pronunciation is better, yet it is never good.

44. It is very much an affair of the ear?—Yes.

45. When once a bad accent is acquired it is extremely difficult to remove, is it not?—Almost impossible.

46. (*Lord Lyttelton.*) And would you not say conversely, that if a good accent is acquired by a boy in early life it is difficult for him to lose it?—If a boy carries on his French, yes; but I have known boys who spoke well in the nursery, who gave it up, and when they took it up again afterwards they experienced exactly the same difficulty as a boy who begins afresh.

47. Supposing that a boy, say, 10 or 11 years of age, when he first goes to school, to be in the habit of talking French nearly as well as English, do you think that, even supposing he left it off at school, he would lose it?—No, I do not think he would.

48. (*A Commissioner.*) A great many young men who leave these schools of which we have been speaking and come to Oxford, of course do not attend your lectures?—A great many.

49. Have you heard, either from themselves, their tutors, or their contemporaries, whether they also have acquired a certain amount of proficiency in modern languages, or is it only those who come to you?—I believe that the majority of men at Oxford are able to read an easy French book.

50. You would consider a knowledge of the classics to afford great facility to the acquisition of modern languages, would you not?—Very great indeed. I believe that a great deal of time might be saved in the teaching of French at public schools if it were grafted on the knowledge of Latin, which most of the boys possess.

51. The one would be an auxiliary and assistant to the other?—Yes, of course. There is no feature in the French grammar which does not find its explanation in Latin, and if the connecting links were clearly put before the pupil he would find that his knowledge of Latin enables him at once to understand the apparently new facts of French grammar that come before him. Thus two advantages are gained; instead of mere formal knowledge, it becomes, so to speak, a more real and intelligent knowledge. French would be not merely a mass of conjugations and declensions, but something which interests the mind, and the result would be that something else is obtained besides the mere acquisition of nouns and verbs. I certainly think that if a competent Latin master were to teach French, and constantly to put before the boys the fact that what seems new and irregular in French is perfectly regular if it is only properly traced back to Latin, a great deal of time and tedious work might be saved.

52. Are you aware whether any such attempt has ever been made to connect the two languages together at any school?—It was made in France in the year 1852. The Minister of Public Instruction recommended that there should be a class at public schools for teaching Greek, Latin, and French grammar together, and some school-books were published with that view. I have one here by M. Egger, a Member of the French Institute, in which the suggestions of the Minister were carried out. It is a book in which not only Latin and French, but in which Greek, Latin, and French are put together, and the general outline of the grammar of the three languages is impressed at once on the pupil's mind. As to Greek there might be some difficulty, but as to Latin and French the experiment speaks for itself, because French is only Latin in another form, and Latin is to a certain extent only French, if the connecting steps can be clearly shown by which Latin gradually dwindled down to French.

53. You consider that there would be a greater facility by that method, both of acquiring French and retaining it?—I believe so.

54. Are you aware how that system which was adopted in France in 1852 works?—I can only judge by the number of editions through which this little book has passed, and it has passed, I believe, through five.

55. What is the book called?—"Notions élémentaires de grammaire comparée, pour servir à l'étude des trois langues classiques; par E. Egger."

56. Have you any means of judging how French is taught at our great public schools?—I have not.

57. What would be your notion of the way in which French could be taught at a good public school?—I think it should be taught grammatically by an Englishman, who has had opportunities, of course, either by travel or by birth, of acquiring a fair knowledge of French. I think he should ground the boys in the grammar of the language, but he should have an assistant who is a Frenchman, under his supervision, to read out loud to the boys, to dictate to them also, to give them every facility for acquiring any exceptional knowledge of the language, which either they or their parents might think it desirable that they should possess.

58. Why would you propose that the principal French master should be an Englishman?—Because I believe an Englishman knows what the boys know in Latin, and also knows the difficulties which an English boy has to encounter in acquiring a new language.

59. And, perhaps, you think he would be better able to maintain discipline?—Certainly.

60. And the respect of the boys?—Certainly.

61. But you would have the teaching of the pronunciation, and perhaps, the idiomatic part of the language, left to the French assistant?—Yes.

62. Would you propose that the French assistant should teach apart from the Englishman, or that they should act together?—I should wish that the English teacher should always be present while his assistant is teaching.

63. Would you apply the same system to German?—Certainly.

64. You would make no distinction between the teaching of German and French?—No, I should not.

65. Do you believe that a German teacher would have less difficulty than a French teacher, in maintaining discipline in the school, and in securing his being attended to?—I do not think that he would. Boys are sure to detect some national peculiarities in foreign teachers, and to turn them into ridicule. It is just the same in Germany. The English and French classes in German schools are never orderly. There is always a want of discipline.

66. (*Mr. Thompson.*) Would it be easy to induce a Frenchman of ability to accept the subordinate position of assistant to the English French master?—I think there would be no difficulty in getting competent men.

67. (*Lord Lyttelton.*) You mean of the inferior schoolmaster kind; not gentlemen?—No, I mean men of good education. If the French or German teacher was well paid and well treated, there would be no difficulty in finding properly qualified candidates for such an office.

68. Even in that subordinate position?—I should think so.

69. (*Lord Clarendon.*) How far would you desire to see the teaching of modern languages carried at school

under such a system as you have now contemplated, with an English chief and a foreign assistant?—It depends entirely on the time given to the study; I believe two hours a week is about the average.

70. The average that is sufficient, or the average amount of time that it is possible to give?—The average amount of time that it is possible to abstract from the amount of time absolutely required for other more important studies.

71. From other important subjects?—Yes.

72. (*Lord Lyttelton.*) Do you mean the amount of time that it is desirable to devote to modern languages, in your opinion?—No; the time which, as a matter of fact, it is possible to devote to them.

73. (*Mr. Vaughan.*) Do you mean two hours in school, or does that embrace the preparation of the school work?—No, two hours in school.

74. (*Lord Clarendon.*) You would not think that that is as much time as it was desirable to devote to the acquisition of modern languages?—If I had to plead the cause of modern languages only, I should ask for a much larger slice of time, but considering how many other important subjects must be taught in a school, I doubt whether more than two hours can be given for such a purpose.

75. You have thought only of what is attainable?—Yes.

76. (*Lord Lyttelton.*) Upon the present basis?—Yes.

77. (*Lord Clarendon.*) Assuming that time can be allotted to it, how is it to be employed; what would you aim at by its being taught in school with other branches?—I would aim principally at securing an accurate knowledge of grammar, and secondly, a sufficient amount of reading to enable a boy after three or four years to read for his own amusement; but I should not attempt fluency in conversation or the attainment of a perfect accent.

78. You admit however that if an incorrect accent is acquired early in life it is extremely difficult to divest oneself of it?—That is true, but it is an inherent difficulty; and after all, French spoken intelligibly and grammatically, though even with a bad accent is better than no French at all. I have never yet seen a boy who has acquired a good French or German accent at a public school, though he was taught there by the best foreign masters that could be procured.

79. (*Lord Lyttelton.*) Do you not assume that they begin to learn French at the school?—Yes.

80. Is not that wrong. Ought they not to be grounded in it before?—I suppose the schools must look to the average of boys and not to exceptional cases. If there are any boys who have not learnt French before they come to school, elementary instruction must be provided for them.

81. (*Lord Clarendon.*) That would not be necessary if there was a preliminary examination in French before they entered the school?—That would be a great advantage.

82. And the sooner a boy began to be taught the better?—It would be a great gain.

83. There could be no sort of reason why parents should not be compelled to have their boys taught French before they come to Eton. You would see no objection to giving those boys instruction so as to enable them to read with ease and satisfaction to themselves, and you would like to make that instrumental towards acquiring other knowledge, such, for instance, as that of modern history?—If possible this would be a most excellent plan.

84. So that a double object might be gained in that way?—Certainly, and in modern history classes it would be possible to use French books.

85. Do you consider that the school books now in use at the great public schools are of a good character, and that they answer their object?—I think they are, generally speaking. I have seen most of them. Of course generally each master has his own book, or the book of a friend, but I do not think it is desirable to interfere, because each master must know best himself with what grammar he can teach best. I have been sometimes asked by the Council of Military Education to give my opinion of the grammars used at Woolwich and Sandhurst in consequence of new masters recommending new grammars; but I have always recommended that whatever particular grammar a master used he should be permitted to continue using, because he must know best with what grammar he can teach best.

86. Should you say, from your great and extensive knowledge, that there is a good French grammar?—Yes, I know several that I consider good, but it would be rather invidious to mention them. On the whole the shorter a grammar the better.

87. Do you think there is a good Latin grammar?—Yes, in German I know one, which is translated into English—Madvig's.

88. (*Lord Lyttelton.*) You mean good for school purposes?—Yes, for school purposes.

89. With regard to the general question of learning languages, assuming as we do, that the study of the laws of language and the scientific study of language is of great importance in early education, do you agree in the opinion that language is better studied in Greek and Latin than in any other language?—I do.

90. As being a dead language, it is complete and definitely scientific?—Yes.

91. With respect to the power and habit of speaking French fluently, that is to say, the habit of speaking it fluently apart from the accent, I understood you to say that such a power could not be acquired at school. But assuming that a boy can speak it sufficiently well before he goes to school, do you think there is any difficulty in keeping up that habit at school?—There ought to be no difficulty.

92. Enough to keep it up; not to improve it, but to keep it up?—I was going to say that if parents desire that a boy should keep it up, the school should provide teachers for private instruction. But these are exceptional cases, and they would not apply to the whole mass of the boys at school.

93. Suppose you cannot get much time to do it, a boy who is eight or nine months at school will not be able to improve his powers of conversation. Supposing a boy can speak it well before he goes to a school, he ought not to lose the power of speaking it by going to school?—I do not think he would lose it, because if he went back to France, although for the first three or four weeks he might think he had lost it, it would soon come back to him again.

94. With respect to combining the study of some subjects with the study of French, using French as an instrument of learning other subjects, is it not an advantage that in almost all subjects that boys could be taught, in there are good books in French to be used as class books?—I believe the French school books are very good.

95. (*Mr. Thompson.*) You stated that a knowledge of Latin was useful in learning French?—Yes.

96. Is it your opinion that a knowledge of French is useful in learning Latin?—It comes to this: most boys have a certain knowledge of Latin and a certain knowledge of French. I think it is useful to combine the two, and in that case what they know of French will throw light certainly in some cases on the Latin. But of course to a much greater extent will what they know of Latin throw light on French. Many of the rather puzzling rules of French grammar become at once intelligible to a boy if, by a reference to Latin, he is made to see the reason why. For instance, certain pronouns and participles do not take the terminations of the feminine gender. A boy might be puzzled to know why *leur* in French should not take the feminine termination; but if it is explained to him that it came from the Latin *illorum*, he would never dream of putting the feminine termination. In the same way it might also be explained why it is that the participle of the present sometimes takes the feminine termination, and sometimes not—*une*

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femme souffrant &c. or *une femme souffrante.* Sometimes we find *e* at the end of the participle, sometimes not. If a boy is told that in the one case *souffrant* is a Latin gerund like *amando* from *amare*, he will know, of course, that there ought not to be the feminine termination. I could mention fifty words that a boy has to learn from a dictionary while a simple rule as to their derivation from the Latin, would tell him their meaning, or at all events impress it more firmly on his memory. Take words like *père* and *mère*, and *chaine* and so on; they all imply that the *t* between the two vowels in Latin is elided in French. When a boy knows that rule he knows the rule for forming a great many French words from Latin, *aimé* from *amatus*, *fée*, a fairy, from *Fata*, the feminine of the old classical *Fatum* and so on. When, therefore, he sees a word of that nature in French, he can trace it back to Latin by reinserting the lost *t*. Tell a pupil who knows a little Latin, that an *l* in Latin words, if preceded by *a* or *e*, is in French liable to be changed to *u*, and he will without difficulty trace *autre* back to *alter*, *chaud* to *calidus*, *baume* to *balsamum*, *chevaux* to *caballos*, &c. It is easy to show that the French infinitives in *dre* correspond to Latin infinitives in *ĕre*, the *d* being inserted for the sake of euphony. Thus *peindre* stands for *peinre*, and this for *pingere; feindre* for *fingere*, *étreindre* for *stringere*. *Etreindre* points to another rule, namely, that an initial *s* followed by a consonant in Latin, is always preceded in French by *e;* hence *esprit* for *spiritus*, *état* for *status*, *épée* for *spatha*. Rules of this kind are like the keys to a puzzle. Besides, with respect to French, an English boy has another advantage, because many of the English words come from the Norman-French. A boy knows many French words, only he knows them in their Norman disguise. If he can be taught how to remove that Norman disguise, or be made to see by what process ancient French grew into modern French, he will have learnt some useful lessons as to the history of language in general, and find himself richer by several hundreds of French words. For instance, take the word caterpillar; that comes from *chatte* and *pelouse* in French. Tell a boy that caterpillar meant a woolly cat, or a velvety cat, and he will remember the French *chat*, or *chatte*, and the French *pelouse*, down, *peluche*. Such words are more easily impressed on a boy's mind, and if they are once told to him they are never forgotten. So that it is not so much to teach boys something new, but to show them how to combine and how to utilize what they really knew before. And if you look at it in that light, I believe that one hour a week or a fortnight devoted to the principles of comparative grammar, would be a saving of more than 10 hours in teaching French and Latin.

97. (*Mr. Twisleton.*) Without reference to that very great advantage that you speak of, would a boy, say of 10 years of age, who was acquainted with French, learn Latin more quickly than a boy who was not?—I can only say that Frenchmen say that they learn Latin better, or at least more expeditiously, than Englishmen; but whether that is true or not, is a question which I cannot determine.

98. You do not feel certain that the similarity in many words gives a facility in learning the Latin words?—It would, no doubt, in learning to read Latin; but in writing Latin, there would be a temptation to introduce French words at random, and that is a temptation to which Frenchmen are chiefly liable. French boys are apt to take every French word for Latin. But a knowledge of French would, in many respects, help a boy in learning Latin.

99. If that were so, would there not be a certain advantage in a boy beginning with French at an early age, when they could learn the pronunciation and the accent?—Certainly; I should think that French ought to be learnt in the nursery, and not at school.

100. (*Mr. Vaughan.*) In reference to the possibility of teaching French through Latin, has it ever occurred to you to examine the French language for the purpose of ascertaining how far the Celtic or Teutonic elements disturb that possibility?—Yes.

101. To what extent do you find them do so?—I find the Celtic element in French infinitesimally small; the German element very considerable. But then again, the proper teaching of French would be to show the boy how the German words came into French. For instance, take such a word as *country;* or the French word *contrée;* how does it come into French? It comes from Germans speaking Latin like barbarians. In German, *country* is *gegend*, and the Franks connecting the idea of *gegend* with what is against or before them, (*gegen* is against) having to speak Latin, not remembering at once the proper word, translated their German conception into Latin, and so translated *gegend* into *contrata*, and from *contrata* we get the word *contrée*. Such explanations would interest boys, as showing them the progress of language. They would understand it, and having the general rules that govern the growth of language, placed before them at one view, they could bring them to bear upon any particular point.

102. (*Mr. Thompson.*) They must know some German to be interested in it?—Yes.

103. They must, in fact, know something of three languages?—Yes. I suppose they are learning Latin, and French and German.

104. (*Sir S. Northcote.*) That would be an additional advantage gained in the boys' education?—Yes.

105. (*Mr. Vaughan.*) I suppose that so far as the Celtic element would be at first sight an apparently disturbing cause, it would often turn out to be a concurrent power with the Latin. For instance, that very word to which you were alluding a short time ago, *chaine*, being in Latin *catena*, is still essentially the same with the Celtic or Welsh word "*cadwyn*"?—Yes, it is the same word in both languages, and it is also *kette* in German. But it came into French from Latin.

106. So that the Celtic and the Latin would be often identical?—Certainly; some influence, however, of the Celtic could be traced in French; but I think the traces are much more indistinct than those of German and Latin. The number of German words in French is very considerable indeed.

107. (*Mr. Thompson.*) When you were speaking of what the youths attained to at the gymnasium in Germany, I understood you that it amounted to being able to read easy prose?—Yes.

108. (*Mr. Vaughan.*) Should you say that the point to which the boys in public schools attain is the same?—Do you mean in England?

109. Yes, in England?—I should.

110. About the same, neither perceptibly more nor less?—No; I should say the results in England are about the same as in Germany. The boy who leaves school in Germany, I speak of the average boys, of course, is just able to read without much difficulty an easy French author or a newspaper like the *Moniteur*.

111. About the time of leaving the gymnasia you consider that Germans are not superior to the English at the time of leaving public schools. Is it the case or not that in the higher ranks of society you will find a German speaking French as an adult better than you will find an Englishman of the same rank?—I think it is impossible to speak generally on such a point. It may be so in some parts of Germany, near the Swiss or French frontier for instance, but it is impossible to speak generally.

112. As a general rule, it is impossible to say that the Germans, as a people, speak French better than Englishmen speak it?—Certainly not in Pomerania. At Aix-la-Chapelle or Treves they do.

113. From contiguity, I suppose?—Yes.

114. So that you do not consider, as a matter of general education in the present day, that either the English gentlemen in general, or the English public schools, are below the German gentlemen, or the German public schools?—No; not as far as modern languages are concerned.

115. Should you not say that the number of Germans who speak tolerable English is greater than the number of English who speak tolerable German?—Yes, but that would not apply to school boys, but to grown-up people. I think there are a great many German merchants who come to England and learn to speak English. There is so much travelling now, and a great number of German gentlemen come over here. There are, however, many Englishmen who have travelled on the continent, and who speak German well, not fluently, perhaps, but intelligibly.

116. You do not think that there is any great difference between the two countries in respect to their knowledge of each other's language?—I think it is more for the interest of Germans to learn English than it is for the interest of Englishmen to learn German; but I doubt whether English is taught as much at the German gymnasia as German is at the public schools in England. I was at a very good gymnasium at Leipzig, but there was no English taught, and the French lessons were almost useless.

117. (*A Commissioner.*) French has a much greater currency in Germany than in England, has it not. A knowledge of French would carry you much further in Germany than in England, will it not. I mean to say that it will carry you to a much lower grade of society in Germany than it will in England?—Yes.

118. How do you account for that?—It is partly owing to the French frontier; to France and Switzerland being so near, and partly to the Real-schulen.

119. I suppose that the greatest part of the respectable class of innkeepers, and so on, speak English?—There are more Englishmen travelling in Germany than there are Germans travelling in England, and more Frenchmen travelling in Germany than there are Germans travelling in France. Demand produces supply.

120. It is therefore more to the interest of the middle, and especially the inn-keeping class, of persons, to speak English and French than it is for such persons in England to speak French or German?—Yes; but the effort of speaking among the lower class of people is totally different from that of educated people. For example, servants and couriers speak French very well, simply because their sphere of thought is very narrow, very limited, indeed; whereas an English boy who learns French wants to speak in it on every possible subject.

121. One is purely empirical and the other partly classic?—Any way it is quite different.

122. You do not think there is any difference in the capacity of an English young man to acquire a foreign language, when of the same age, as young French or German persons?—I should not think there was.

123. No marked difference?—No.

124. No assignable difference?—No.

125. (*Mr. Vaughan.*) Let me ask you whether the law which you consider prevails in the French language, rendering its grammatical forms explicable through the Latin language, would apply also to its syntactical rules?—Yes, to a great extent.

126. So as to explain the great difficulties in the moods and tenses of the verbs?—Yes; and that is attempted in this very grammar which I have brought here.

127. (*Lord Clarendon.*) And which I must say is one of the dryest books I have ever seen. Do you not consider it a very dry book?—Yes; certainly it is very dry. But it might be made as amusing as a novel.

128. (*Lord Lyttelton.*) With regard to the supply of foreign teachers, do you believe that there would be any difficulty in meeting any increased demand which would arise in case new languages were taught in our public schools?—No; I do not think there would be any difficulty if some system were established.

129. Will you explain what that would be?—It would be easy for the Government, which appoints masters and professors for Woolwich and Sandhurst, to enter into arrangements with foreign universities, so as to secure a proper supply of properly qualified candidates; but of course it would be very difficult in the case of the public schools, because they are so entirely independent, and I do not see any practical system that could be adopted for them. But the Government could undertake, to a certain extent, to improve the supply of properly qualified teachers from foreign universities. The great difficulty at present is, that many teachers of French and German have not passed through a regular school education, and they do not know Latin and Greek correctly. I believe, however, that there would be no difficulty in entering into communication with foreign universities, and telling certain professors or the vice-chancellors of the universities, that there would be a regular demand for German and French teachers in England, and that, if young men, who had passed the schools and finished their education at the university would also undertake to learn English and pass a proper examination in that language, they might then expect to have their names placed on a list, from which institutions like Woolwich and Sandhurst, and perhaps also the public schools, would be inclined to choose their professors.

130. Would there not be a broad distinction between Woolwich and Sandhurst and the public schools. As public establishments, the Government would be bound to supply Woolwich and Sandhurst, but would the Government commit itself to the foreign universities, to find employment for such as wish it in our public schools?—They could not of course take any responsibility for the public schools; only for the Government schools.

131. (*Sir S. Northcote.*) Supposing the Government were systematically to introduce them into their own schools, would not that lead to a supply which the head masters of our public schools might avail themselves of?—Yes, certainly.

132. In reference to the advantage of having French taught by an Englishman, you laid great stress upon the fact that an English teacher would be chosen who knew Latin and Greek?—Yes.

133. I suppose the class of foreign teachers of modern languages are not good Latin scholars at all?—Not many.

134. Suppose you could get a class of men who were good Latin scholars, would they not possess the advantage you contemplate in choosing English French masters?—Yes, to a certain extent.

135. And, in addition to that, they would have the advantage of being able to teach the proper accent and idiom?—Yes; but I remarked before that in teaching large classes at public schools the best German and French masters despair of ever imparting to their pupils an elegant accent.

136. Would not a man so qualified be, in your opinion, superior as a teacher to an Englishman who had learnt French. There is, of course, the other point of discipline which has been alluded to to be considered?—Yes, but this must be taken into consideration in giving an answer as to the superiority of the one over the other. I can quite imagine that there may be Frenchmen and Germans who know Greek and Latin well, and who also know how to manage English boys. They would be superior to an English man who knows Greek and Latin, but who speaks French with a foreign accent. But I think it would be safer to have an Englishman, if he had a sound knowledge of French. It would not only be safer, as a general rule, but I think it would, with few exceptions answer better.

137. You mean with reference to the discipline?—Yes, it would raise the study of French and German in the eyes of the pupils; but, besides that, an English master, and especially a master who has taught the boys Latin, knows exactly what they know and how he has taught them, and he can build upon that knowledge, whereas the French master would never know that. All that he would know would be that his pupils, of course, possessed a general knowledge of

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Latin and Greek, but what kind of knowledge they possessed, or in what their difficulties chiefly lay, he would not know.

138. Do you contemplate, then, not only that French should be taught in the public schools in England, but that it should be taught by the very same man who teaches the boys Latin? — Not necessarily.

139. Would not that accumulate such an immense amount of work on the classical tutor that he would not be able to perform it?—Not necessarily, because there might be a larger staff of classical tutors employed.

140. Do you suppose that a man could be teaching, without injury to himself or his pupils, French at the same time as Latin and Greek?—At the same time as Latin, certainly.

141. But Greek would also be a part of the functions of the classical master according to the present system? —Under the present system it appears that some of the classical masters work as much as 16 hours a day, and that teaching cannot be worth much. A greater division of labour would be desirable at most public schools.

142. I want first of all to separate these two ideas —the idea of the better discipline which you think would be maintained by Englishmen, and the idea that the Englishman would be able to appreciate better the difficulties of the boys. With regard to the discipline, would there not be some difficulty in conducting a class by an English French master with a French assistant under him present at the same time, and both teaching together. Do you not think that the boys would draw comparisons, and that in other ways there would be breaches of discipline?—This would depend very much on how much authority the English master can exercise over the boys, and on his own behaviour towards the French master.

143. (*Lord Lyttelton.*) Are you aware that in Prussia there is a preference for Prussian teachers of French over French teachers of French in the schools? —I do not think any preference is given either to French or Prussian teachers. I believe, in point of fact, that most of the teachers are Prussians. There are many from the Rhenish provinces where French is spoken.

144. You are not aware that there has been an intentional preference for French being taught by Germans rather than its being taught by Frenchmen? —No, I am not aware of it; the French masters at the gymnasium where I was brought up were Frenchmen.

145. (*Sir S. Northcote.*) I think you said you thought it would be desirable for boys who went to public schools, able to speak French, to have their knowledge kept up at the school. How do you think the habit of speaking French could be kept up in public schools?—Only by private lessons or select classes, the masters being provided by the school.

146. Would you have private lessons for particular boys, such as conversation classes or would you have private lessons for the boys generally?—I think that small conversation classes would be very desirable.

147. Would you propose to make it compulsory, or only exceptional for boys who come with a certain amount of power of speaking?—I think that the majority of boys would not be able to take part in conversational classes.

148. Do you not think, that if the teaching of French, or any part of the teaching of French, were made optional, it would suffer very much in consequence of the time being taken out of the boys' play-time?—It would to a certain extent, but I think there is sufficient inducement now to make thoughtful boys anxious to acquire some proficiency in French and German, because they carry so much weight in the examinations for the public services,—as much as Latin and Greek.

149. How far is French conversation brought into the examinations; is it made part of any of them?—It was originally, but the difficulties were so great that it had to be given up. There were sometimes about 300 boys to be examined, and if the examiners only gave a quarter of an hour to each, it was more than could be managed. It took five minutes before the boy could be brought to say a word, and he would not, perhaps, go on for more than five minutes after he had started, and then it took another five minutes for him to go away, and for another to come up. There was so great a number of boys to be examined, that it had to be given up. It is, however, still kept up in the India civil service examination.

150. But generally speaking it could not be made part of the examination, therefore the inducement to study French conversationally would be lost in that way?—Not altogether. In learning to converse in French a boy improves his general knowledge of the language, and I remember when marks were given for conversation in the public examinations, the relative position of the candidates was hardly ever affected by it. Composition was throughout the same as conversation, and it was on this ground that the examiners thought that the *vivâ voce* might safely be dispensed with. I think the number of boys at Eton and Harrow who would take part in a French conversation class would always be small, but that small number ought certainly to have the opportunity provided by the school.

151. Do you know anything of the system of the examination papers for the Prince Albert prizes at Eton?—I have not examined for them. I have examined only for the prizes at Oxford, and my experience is that they are generally carried off by young men who have had personal and exceptional advantages.

152. But you know something of the examination system at public schools practically?—I am told that some of the boys who carried off the Taylor Institution prizes also carried off Harrow or Eton prizes. There is this great difficulty in our examination. I find that nearly all the prizes are carried off by men who have known French and German from their childhood upwards. We are obliged to throw in a great deal of the literature, and insist on a very accurate grammatical knowledge of the language in order to give other candidates a chance.

153. (*Lord Devon.*) Are you able to tell us whether the number of those who attend the French classes at Oxford is increasing?—I believe that it is increasing. There are teachers of French, German, Italian, and Spanish, appointed by the University. They teach the grammar, and also read extracts from the principal writers in those languages in their respective classes, and with the exception of Spanish, the classes are comparatively well attended.

154. Have you reason to believe that they are increasing or not?—I know the German classes are increasing in their attendances just now.

155. By what class of students are they attended ordinarily. By persons looking to active professions, or by other classes who expect to live at ease, like the mass of young men who go to Oxford?—By both classes; but I ought to say, that though the instruction is given gratuitously at the Taylor Institution to any number of candidates, yet our teachers have to employ much of their time in private tuition. Singularly enough, the boys prefer to go to them, and have private lessons instead of attending their public lectures.

156. (*Mr. Thompson.*) They prefer to go to them singly?—Yes, singly.

157. (*A Commissioner.*) Have you reason to believe that of those who attend these classes a certain number become clergymen, and form a class from which the assistant masters in the public schools are chosen?—There are many undergraduates who attend, and who afterwards become clergymen.

158. (*Mr. Thompson.*) Is it not the case that a great many professed scholars learn German, as opening to them vast sources of information?—Nearly all the graduates who are good Latin and Greek scholars at Oxford try to learn German.

159. (*Lord Clarendon.*) In preference to learning

French?—Good scholars seem to like to learn German, because it opens to them a vast literature.

160. (*Mr. Vaughan.*) I suppose that within the last 15 years the study of German has much increased at the university?—Very much, decidedly.

161. (*Lord Lyttelton.*) Is it connected with the study of theology?—I believe to a considerable extent. I am told by German booksellers that many of the German theological books sell better in England than they do in Germany.

162. (*Mr. Vaughan.*) Might I ask a question generally, not going into particulars, whether the oscillation in feeling upon ecclesiastical matters and principles has at all affected the study of German at the University of Oxford?—There are very few men at Oxford who take an interest in those ecclesiastical and theological questions who are not able to read German.

163. Does that apply to what may be termed both the great divisions of the ecclesiastical school, or rather, to both the ecclesiastical schools?—It applies as well to Dr. Pusey as to Professor Jowett; both are excellent German scholars.

164. (*Mr. Thompson.*) I think that Dr. Pusey was one of the first who introduced the study of German into the University of Oxford?—This was before my time.

165. (*Sir S. Northcote.*) Do you find the study of Italian increasing at all?—Yes; of late years we have had Count Saffi and Signor Tivoli, who succeeded in getting very fair classes.

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166. (*Mr. Thompson.*) Would you say that the importance of classical philology is less at the present time than it ever has been at any period since the revival of letters. Is it diminishing in importance?—It is not diminishing in importance, but from my experience at Oxford classical scholarship does not hold the place which it ought and which it used to hold. The double-school system has injuriously affected the study of Greek and Latin, and I hope it will soon be repealed, at least in the case of classmen.

167. You do not think it is intrinsically of less importance than it has been since the revival of letters, having regard to the questions that are occupying men's minds in philosophy and other subjects?—I think both educationally and socially it is more important than ever it was. I may on this point quote the words of Frederick the Great, one of the greatest admirers of French; he said, "Whatever "you do, do not let a boy grow up without knowing "Latin."

168. Has not Goethe said something of the same kind?—In spite of his great partiality for physical science, I believe that Goethe would have grudged every hour taken away from Greek and Latin in the education of boys at school.

Victoria Street, Friday, 21st November 1862.

PRESENT:

Earl of Clarendon.	Sir S. Northcote.
Earl of Devon.	H. H. Vaughan, Esq.
Lord Lyttelton.	Rev. W. H. Thompson.
Hon. Edward Twisleton.	

The EARL OF CLARENDON in the Chair.

George Biddell Airy, Esq., F.R.S., called in and examined.

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1. (*Lord Clarendon*) Professor Airy, on the part of the Commission I beg to say that we shall be much obliged for any information you can give us bearing upon the subject of scientific attainments generally and with reference to the teaching in schools?—I am not prepared with any statement on the subject, but I shall be very happy to answer any question that the Commission may be so good as to propose to me.

2. I believe, Professor Airy, that you are Astronomer Royal?—I am Astronomer Royal.

3. How long have you been so?—27 years.

4. You are a member of the Royal Society?—I am a Fellow of the Royal Society and the Royal Astronomical Society, and I am also connected with other scientific institutions.

5. We shall be glad if you will favour us with your opinion as to what you consider the state of science with reference to our educational system; and whether you think any advance has been made in it resulting from school and university education?—I presume it is with regard to schools particularly that you ask the question.

6. It is principally so?—As distinguished from the universities?

7. Yes; perhaps however you will find some difficulty in distinguishing the schools, as you may not have knowledge of them before the double course is completed, but if you have any information to give us with regard to the effect of the schools we shall be obliged to you for it?—I have seen very little of the schools for many years, and therefore I do not think I can venture to express any well-founded opinion on them. I think, with regard to the universities in general, that the preparation at schools, with the exception, perhaps, of Greek and Latin, is very imperfect indeed.

8. You mean the preparation on scientific subjects?—The preparation in a scientific direction is almost nothing at all.

9. That is what you have heard as the opinion at the universities?—Yes, there is no doubt of it.

10. What may be your practical experience of the result of the university scientific education?—The effect of the scientific education at the universities depends in a great measure on the character of the examiners, and the examiners are generally young men. At the University of Cambridge, which is the only one with which I can profess to be acquainted, the scientific examiners confine themselves in a great measure to pure mathematics. The great scientific subject there is mathematics in its various applications, and the examiners are for the most part Masters of Arts who have just taken their degrees, and who are put forward at their own wish and through the interest of their respective colleges as proper persons to be appointed mathematical examiners.

11. You are speaking particularly of Cambridge?—Yes, that is the only university that I can speak very well about. I think the examination in all cases bears the impress of that particular choice of examiners. Their mathematics are the mathematics of speculative

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men who know very little of the science of the world. In consequence of that they run into speculative subjects to an inordinate extent, and are very silent indeed in general in regard to what may be called the mathematics of true science.

12. And the consequence of this system is, that you do not consider that men acquire a great deal of proficiency at the universities?—Not in practical science or in the science of the world.

13. (*Mr. Thompson.*) Do you mean cosmopolitan science?—Yes, I mean such science as is pursued by scientific men out of the universities. There is very little advance indeed towards that.

14. In what way do you consider that the mathematics are taught, because there may be a great deal of difference in the way in which mathematics are taught in the universities. I would also ask in what way do you consider they are taught in the schools. Do you think that men who come up in general are so ill prepared that they may almost be looked upon as raw material when they come up to the universities, and do you consider that they are well taught at the universities?—In the subjects to which they give their attention they are exceedingly well taught.

15. At the universities.—Yes. There is no teaching equal, for accuracy and completeness, to the Cambridge teaching, in the subjects to which it applies.

16. (*Lord Clarendon.*) But these subjects are somewhat perverted or rather not turned to account in the course of the examination?—Yes, they are. I think they are made rather theoretical than as relating to subjects of general scientific interest.

17. Have you ever heard at Cambridge that the examination in that respect, the social education in mathematics and science, may be considered so defective as that the subjects to which you have alluded are ignored; that is, that the mode of teaching them is defective?—They are almost ignored. If you regard mathematics in the light I do, the freshmen who come up very seldom know any thing of mathematics.

18. That is to say, those who come up from the great public schools?—Yes, those who come up from the great public schools or from any other source.

19. Do you consider that as respects the present mode of teaching mathematics there is any great harm in that, but would not they do better if before the age of 17 or 18, which is about the age that freshmen come up, they had some elementary knowledge imparted to them at school. Should you like that or not?—I should like very well that freshmen should have a good deal of what may be called the mechanism of mathematics, and in that I would include algebra generally; but with regard to the demonstrative part of mathematics I should require the most moderate amount, because I do not think it could be taken up with great advantage till a later period of time; but I think that the study of algebra is one which is a great opening to the mind indeed, and the mechanical part could be learned by a boy very well, and his mind would be very greatly improved by it.

20. You would consider the learning of algebra a very important minor training?—A very important minor training, certainly.

21. And you consider that that might be taught at a very early age?—No doubt it might.

22. (*Lord Lyttelton.*) We find in all these schools they profess to teach the elements of algebra; do you state that the ordinary freshman on arriving at Trinity College, Cambridge, knows nothing of algebra?—It is a long time since I was actually connected with the college, but at that time that actually was the case.

23. (*Mr. Twisleton.*) You are speaking, I presume, of 20 or 30 years ago?—Yes.

24. (*Lord Lyttelton.*) You are not aware that the matriculation examination requires competent knowledge of the first two books of Euclid and the elements of algebra?—It requires something of the kind, but I do not know what. It was not established in my time.

25. (*Lord Clarendon.*) Are you acquainted with the requirements of the matriculation examination at the London University?—No; I must beg it to be understood that in all these things my acquaintance is rather of an ancient date.

26. Will you have the goodness to look at page 35 of this little book. You will see there some of the requirements of the matriculation examination for the London University?—For what age is that?

27. (*Mr. Thompson.*) For boys of 16 or 17 years of age?—It is too much a great deal.

28. (*Lord Clarendon.*) That is more than you would like a boy to bring from school?—Yes.

29. (*Mr. Thompson.*) In explanation of that they say that it is an elementary description of knowledge?—Yes, that limits it in a great degree.

30. (*Lord Clarendon.*) Will you have the goodness to give us your opinion as to how far you think mathematics might be advantageously taught in school up to the time boys leave, say at 18, both with regard to mind training and the further study of mathematics in a more advanced stage?—I think that arithmetic and algebra should be taught pretty well, excluding of course in algebra the very high theories of equations, and work of a high order of that kind.

31. (*Lord Lyttelton.*) How far in algebra would you go?—As far as quadratic equations.

32. (*Sir S. Northcote.*) You would desire to see trigonometry taught, would you not?—Yes.

33. Would you desire conic sections?—Not conic sections.

34. (*Mr. Thompson.*) Euclid, of course?—Not much of that.

35. (*Lord Lyttelton.*) The two books?—Not so much as that.

36. One book?—To the end of one book of Euclid would be almost too much, because I think the mind is not prepared for it at that early age.

37. (*Mr. Twisleton.*) Up to 18?—Yes.

38. (*Lord Lyttelton.*) Any simple mechanics or hydrostatics?—It is desirable that some general notion should be got of them, but I should not urge the following of them into close mathematical details.

39. (*Lord Clarendon.*) If the school curriculum in mathematics was limited as you desire and suggest, you would expect that they should all be fully learnt, and that a boy should come well grounded in them?—Yes.

40. Do I collect that you would attach more importance to that than their coming with a superficial knowledge of more branches?—Yes; but I think I may say that a general acquaintance with several physical subjects is very desirable, not for the accuracy of knowledge at the time, but because it does service by giving something to the mind to feed on in future and to hang more knowledge upon. I would say that such a subject as electricity is desirable. I remember with gratitude the little electricity I ever learnt when I was a school boy, and of course I could learn nothing but the more general rules. What I have gained of accuracy in everything has been learnt since. I would also advocate the learning of a little chemistry at that time. I think that the having to do with a few bottles of acids and a few specimens of alkalies, and managing gases a little, may lay a sort of foundation for valuable education, and be useful to a man in succeeding life.

41. (*Mr. Thompson.*) What would you say of sciences of observation, not involving experiments, such as zoology and botany, the sciences of classification; what would you say of them as disciplinary studies?—I doubt very much whether the mind of boys is powerful enough to grapple with them.

42. (*Lord Lyttelton.*) We have been told on very high authority that, with a view of bringing out and strengthening the power of classification and order which are in a boy's mind, a little simple teaching of these sciences of observation would be of very great value, to the extent perhaps of an hour and a half a week; do you concur in that opinion?—Probably it might be valuable. But I think that, generally speaking, there is a tendency to presume too much on the power of the boys.

43. (*Mr. Twisleton.*) With regard to the faculties of observation, are you familiar with the minds of boys between the ages, say, of 11 and 15?—Not very much, perhaps, with the exception of my own sons.

44. Is it not the case that boys of that age manifest a good deal of curiosity, and that if properly directed they would use their observant faculties very keenly?—No, I do not think they would very much. I think it would be too hard upon them to force them to do it.

45. In regard, for example, to the science of botany, we have evidence as to the possibility of interesting children of that age very keenly in botany; supposing it were possible to interest them, is there not an advantage in exercising the observing faculties at that age?—I think there would be great advantage in anything they would take up with interest to themselves.

46. Without regard to any one particular study you think that anything that would sharpen their faculties of observation at that period would be most useful to them?—Yes, undoubtedly.

47. (*Sir S. Northcote.*) Do you not think if a boy had a good deal of his time taken up with a number of these studies which are rather irreverently called "ologies," it might have a tendency to draw off his mind from the severer work of the classics?—Yes, I think it might.

48. (*Mr. Twisleton.*) Would not that depend very much on the time that is bestowed upon them?—I think he would feel as if he never had any rest.

49. (*Lord Clarendon.*) Then, as far as your knowledge and experience goes, you would say that the scientific education of England is not so satisfactory as it might be?—There might be some classes of boys to whom it might be an advantage to have more, but not very much, because I think that boys should be left very much to their own leisure.

50. You say that in our great schools mathematics are for all practical purposes ignored?—Yes.

51. That the youths do not acquire that knowledge which you think they might acquire before they come to college, and therefore are ill prepared; that they have no knowledge, and therefore cannot have acquired any taste for the study?—Just so.

52. That they may be well instructed at the college, but are rather perverted by the examiners?—Yes.

53. And that the general result is not that which might be achieved?—The result is undoubtedly that in the pursuit of what are commonly called the applied mathematics we are very bad.

54. How should you say we stand with reference to foreign nations; take France and Germany as to applied mathematics?—As to Germany, we are undoubtedly lower. There are undoubtedly a great number of German students turned out every year who do what perhaps our students cannot, and certainly do not do.

55. In applied mathematics?—In applied mathematics. In France I can hardly say that they stand so well; I think it is not so much so in France.

56. They are pretty much the same in France as in England?—Just the same in France. There are a few in France who study applied mathematics.

57. But that study is very general in Germany?—Yes.

58. There would be more men superior to us in Germany?—Yes; more men superior to us in Germany than there would be in France.

59. Of course you would attribute that to the better system adopted there, because I do not suppose you attribute it to any intellectual superiority which Germans might possess over Englishmen?—I think it would depend in some measure on the class of persons who go to the university. The tendency towards the German universities is not so much a matter of fashion and rank as it is England.

60. It is a standing necessity in Germany?—Yes; the greatest number of those who attend the German universities are persons who go there to read and study.

61. And who intend to profit by their studies?—Yes, who intend to profit by them. The constitution of the English universities is very peculiar, and is never understood by foreigners at all; that is to say a foreigner does not understand the importance we attach to the social education of the university as distinguished from the book learning, and of that social education I apprehend there is very little in the foreign universities anywhere. The students really do go to read books and to study them well, so as to master the subjects.

62. Social education not being so much aimed at?—Social education not being aimed at at all.

63. The consequence is there is a great deal more instruction widely disseminated, and it takes more root?—Yes, just so.

64. (*Mr. Thompson.*) Now with respect to pure mathematics, how do we rank in England with regard to Germany?—I think we stand very well.

65. There are some pure mathematicians of great eminence here?—Yes, of great repute.

66. (*Lord Lyttelton.*) Equal to any foreigners perhaps?—Yes.

67. (*Sir S. Northcote.*) I suppose that the observation you made just now with respect to the difference between the universities in Germany and England would to some extent apply to the public schools in England, would it not, namely that the public schools in England fulfil the social duties which the public schools in Germany do not?—Yes, undoubtedly, and in some of the schools, as we all know, such as Eton and Harrow, and other large schools, a great number of pupils go there who do not care, and whose friends do not care about their education at all. They go for the social advantages of them. Perhaps, I may be allowed to mention here a matter which has occurred to me. I received this morning a letter, a copy of which, or any portion of which, I should be happy to supply to the Commission. It is from a gentleman who visited this country a short time since, who came from Vienna, with whom I had had some previous correspondence as Astronomer Royal, but whom I did not previously know personally, nor do I know in what capacity he came to this country; but I am inclined to think from the extreme care which he took in observing things, that he came over here on some mission from the Austrian government. At all events, he did observe things most accurately. He is a man of great talent, and a most favourable representative of the German character. I have never seen a person who picked up such a quantity of information in a limited time as he did. This morning, as I have said, I received a letter from him, in which he expresses his sense of what he had seen in this country. He admired almost everything that he had seen in England, but then he says there is one black spot, and that is the school rooms at Eton.*

68. (*Lord Lyttelton.*) In what sense did he write when he said the "school rooms" at Eton were a black spot?—I suppose that he conceived them to be so totally useless.

69. Did he mean the school rooms themselves, or did he mean the teaching?—Evidently he meant the education there.

70. (*Mr. Thompson.*) The "school rooms" is rather a singular expression?—That is what he says.

71. Might he not have alluded to the smallness and filthiness of the building?—O dear, no. It is quite

* The following is an extract from the letter above referred to:—

"Vienna, November 18, 1862.

"It is but to-day that I dispose of a free moment to tell you how much your kindness contributed to the delightful impression we had from England, not to speak of the mighty and bright one which that country made upon ourselves in all its features, except only—allow me the frank utterance—in the school rooms of Eton College, which we found far below our expectation, notwithstanding our being previously informed of their state. The core must be a very fine one to make issue through that bark fruits as excellent as there really are to be found." [The original is in English.]

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George Biddell Airy, Esq., F.R.S.

21 Nov. 1862.

evident what he meant, for he goes on to say this: "There must be a noble kernel to push out buds "through such a system."

72. (*Lord Lyttelton.*) Had he seen Harrow?—I am not sure.

73. (*Mr. Twisleton.*) Perhaps you can append any portion of that letter bearing on the subject to your evidence?—If it is thought desirable I will willingly do so.

74. (*Lord Lyttelton.*) Do you know whether he had seen any of the other large public schools in this country?—I am not able to say; he had been at Cambridge, I know.

75. (*Mr. Thompson.*) I am almost afraid to ask you what he thought about Cambridge, for fear of hearing some similar reply?—No, he very much admired Cambridge.

76. (*Lord Clarendon.*) As he is a man of great intelligence, I wish he had seen some of the other schools. He might probably have said the same about them, and I think his opinion should be asked, because we are in general so thoroughly satisfied with our own institutions, and so convinced of their superiority, that the expression of such opinions as he would give might be very wholesome?—Of course, any opinion of that kind must be taken with a limitation dependent on the estimate he might form of the social education of those schools.

77. I suppose that by the term "school rooms" he must mean the class of instruction given?—Yes; there seems to have been something which struck him very much indeed.

78. (*Mr. Twisleton.*) I presume you do not deem it would be incompatible with retaining social education to give good instruction?—Certainly not; no incompatibility at all.

79. You would not consider that to teach mathematics to the extent and within the limits to which you have just adverted, it would take so much time at a public school that it would materially interfere with other studies, such as that of the classics, for instance?—Certainly not; the only limit, in my belief, to the power of teaching mathematics in public schools is the state of the boy's mind, and I am fully persuaded of this, that boys cannot master demonstrative mathematics. They can learn the mechanism of mathematics, and it is in that way that algebra is a particularly favourable subject for their progress, because it does go on by rules in a great measure which do not require at every step demonstration in the same way the geometry does. But I consider that demonstration requires a mature mind.

80. (*Lord Clarendon.*) Without asking you for any precise opinion on the subject, I would inquire how much time would be sufficient to obtain that amount of mathematics to which you have adverted, say in an average attendance at school for four years?

(*Mr. Twisleton.*) You may even say five years.

(*Lord Clarendon.*) Yes; in an attendance at school for five years, how many hours a week would be necessary not only to learn but to become practically well-grounded in mathematics within the limits you have described?—Very little time indeed; an hour or two a week. There are many of these things which I spoke of as the mechanical part of mathematics, algebra in particular, which can be learnt at an early age, and learnt very well. I am in the habit of receiving at the Observatory supernumerary computors. They are for the most part the sons of tradesmen in the neighbourhood; boys whom I engage at a low rate of payment, and whose parents are very glad indeed to send them to the Observatory for the acquirement of habits of order, and so on. I have instituted an examination for these boys,—not a competitive examination, which I tried once or twice, and of which I am effectually sickened,—but an examination of efficiency, and I found only two or three days ago, when I examined one of the boys of the age of 15, that he mastered algebra very well indeed to the extent of which I have spoken.

81. Where was he educated?—At a proprietary school.

82. (*Lord Lyttelton.*) Up to quadratic equations?—Yes.

83. (*Lord Clarendon.*) That was the ordinary system of the school, was it. He had not been specially educated for that purpose?—No; it was the ordinary system of the school; he had not been specially educated.

84. Do you think that to master that amount of algebra up to quadratic equations, and including one or two branches of trigonometry, would not be too much to expect?—No; they can master trigonometry very well.

85. Should you say that in the ordinary course of a boy's attendance at a public school two or three hours a week would quite fulfil your notion of sufficiency in regard to these points?—It would be abundantly sufficient. I should take these as the limit; algebra, as far as quadratic equations and including them; the whole of plane trigonometry; and about two books of Euclid. I think that would be amply sufficient for commencing at the university, and, taking the ordinary run of boys it would be quite as much of demonstrative mathematics as they are competent to do.

86. (*Lord Lyttelton.*) Does it not follow that the teaching must be very bad now, because, in point of fact, at almost all these schools they profess to teach three or four hours a week, and yet they do not arrive at the amount you have stated in the average number of boys. Must it not follow, then, that there must be something defective in the teaching?—Yes.

87. (*Mr. Twisleton.*) Would not something depend on their being taught arithmetic correctly and rapidly when young?—Most decidedly so. I did not mention arithmetic particularly, because I considered it a step towards algebra. Arithmetic ought to be learnt very well.

88. (*Sir S. Northcote.*) That being your opinion of what could be done by boys about 17 or 18 years of age, do you think the standard of the Woolwich examination is pitched too high?—I have looked at the standard of the Woolwich examination, but I cannot say that I am familiar with it. I am inclined to think it was pitched too high, and that there has been some recession of it.

89. Do you think it is pitched too high for that class of boys who attend public schools?—That was my impression, but I cannot say that I am prepared to verify it by absolute reference.

90. Assuming that to be ascertained, is it not a misfortune that it should be so highly pitched that boys should be obliged to quit a public school and devote themselves to obtaining some special cramming for that purpose?—Yes, it is a bad thing to withdraw boys from general education in order to give them special education; but in regard to the extent of education acquired, I think that the limit is put at the age of 19 for the entrance of competitors at Woolwich. The mind makes great progress in two or three years at that age.

91. (*Mr. Thompson.*) When you are speaking of the limit of a boy's capacity at that age for mathematics, you speak, I suppose, of a boy of average understanding?—Yes, in my own case for instance, I knew a great deal more of mathematics when I went to the university than I needed for matriculation.

92. Would it be possible with the knowledge you have mentioned that a boy going to the university should, with what he learned at the university, obtain a place among the first six wranglers?—I have no doubt of it, or even be a senior wrangler.

93. (*Lord Lyttelton.*) Are you able to say whether the high wranglers of the last few years have been superior or inferior in respect to valuable mathematical knowledge to those of your day, when you were a young man?—About four or five years ago I very carefully analysed the senate house papers, and they displeased me very much in the sense I have

mentioned, that they contained too much speculative matter.

94. Though they may be equal or superior in mathematical cleverness or ability, do you think a good wrangler of the present day inferior in useful mathematical knowledge to what the wranglers were formerly?—I think that may be so in reference to matters of general education. There are things with which boys might acquire some familiarity, and which do not involve a strain on the mind, but which would be valuable to them in after life. I remember when I was a school boy learning several things which I did not trouble myself much about at the time, but from which I got ideas which have been extremely useful to me ever since. I remember when I was under a writing master in our school that he would make us go through a course of book-keeping by double entry. I did not care about it, but still I got enough instruction to remember it and to acquire the logic of it, and it has been of infinite value to me since. Now I never cared for that at the time I was at school, and I may say the same in respect to chemistry and electricity, as to their being extremely useful to me. I learned a little in reference to electricity, I cannot say how, but that little has been of great value to me.

95. (*Lord Clarendon.*) That knowledge must have been obtained *extra muros*, how did you get it?—By getting some books or talking with somebody perhaps, who took an interest in it. I mention this not as a matter of school knowledge, but rather as showing that knowledge acquired at that age, although it is not the subject of intense study or well ordered study, does prove to be of value afterwards.

96. Although it may not be a very intense study still you consider that it was in your case by no means bad study for the mind?—They were rather acquirements than training of the mind.

97. You did not go deep enough into any of those subjects to be termed training?—No, but just so far as to enable me to seize on the thing afterwards.

98. (*Mr. Twisleton.*) They were an initiation of taste as it were?—Rather an initiation of knowledge.

99. (*Sir S. Northcote.*) Those were things that you acquired yourself, in consequence of your taste leading you in that direction, but is it not possible that if they were made the subject of class teaching they would not be productive of much benefit?—I am inclined to think that the exhibition of some of the most remarkable physical sciences would be attended with useful results to all.

100. (*Mr. Thompson.*) Even although they acquired but a slight knowledge of them?—Yes; it is astonishing how much the education of the mind comes, not by precise book studies but by little things which boys are able to observe, and upon which the mind feeds unconsciously afterwards.

101. (*Lord Clarendon.*) If you have any other suggestion or opinion to offer, Professor Airy, with reference to the promotion of the study of science at school, we should be thankful for them; I mean with reference to the general system?—In regard to the great fundamental part of the education of the great schools, namely, the extensive knowledge of the classics and of classical literature, I look on that as very valuable indeed. I cannot express the value which it has been to me all my life to have had a good classical training. I have had in particular an enormous quantity of poetry committed to memory.

102. What kind of advantage do you think you have derived from that, Professor Airy?—In the first place, from the quantity of classical poetry I committed to memory, I have acquired and kept up a constant familiarity with the language, and I am a much better Latin and Greek scholar now than I was when I was at the university, which has arisen mainly from that circumstance to which I have alluded. In the next place, I have a constant fund of invaluable literature in my mind, and that sort of training in matters of history, both the history of men and the history of mental philosophy, which accompanies those acquirements.

103. Therefore you would not on any account disturb the classics, as the basis of English education at our great public schools?—I would not on any account; and perhaps more importance may be attached to my opinion in that respect as being professionally, as I may say, a mathematician, and having made my strong points in that science, I still cannot sufficiently express the importance I attach to the study of the classics.

104. But taking the classics as the basis of our education you see not only no difficulty but a great advantage in superadding good scientific knowledge?—Just so.

105. The two things are quite compatible?—The two are quite compatible. In public schools the general tone should undoubtedly be classical; but with the elements of mathematical education, I think there might be added a considerable knowledge of the less severe kind of physical sciences. And with advancing years, as during the years spent at the Universities, I think it very important that sound demonstrative mathematics, with a strong tendency to applied science, should constitute a large part of the education. I think it most desirable that the college course should not be a mere continuation of the school course.

Victoria Street, Friday, 19th December 1862.

PRESENT:

Earl of Clarendon.	Sir Stafford Northcote.
Earl of Devon.	H. Halford Vaughan, Esq.
Lord Lyttelton.	Rev. W. H. Thompson.
Hon. Edward Twisleton.	

The Earl of Clarendon in the Chair.

Henry W. Acland, Esq., M.D., called in and examined.

1. (*Lord Clarendon.*) I believe you are the Regius Professor of Medicine at Oxford?—I am.

2. Are there any other offices which you hold?—I am also Clinical Professor. Before I held those offices I had been for 14 years Lee's Reader in Anatomy; I taught anatomy and physiology during the whole of that period, and I had the exclusive charge of the physiological collection at Christ Church.

3. Were you at a public school yourself?—Yes, I was at Harrow.

4. I suppose then, with reference to your Harrow reminiscences, the important offices which you have held, and the collections which have been under your care, you are able to judge whether the young men come up prepared at all in physical sciences or are grounded in any of them, or whether they

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are desirous of acquiring knowledge upon those subjects at the university?—Yes, I have had means of making observations on that point.

5. Will you have the goodness to tell us what is your opinion upon it?—Generally speaking, as far as the men who come to Oxford are concerned, they have very little taste for pursuits of that kind, and they have hitherto been very little encouraged to cultivate them.

6. Would you say that they have very little taste for it owing to no attempt having been made to test whether they had any calling for those studies, or would you think that there was little disposition naturally?—We are living in a period of transition with reference to the educational question: and if I look back to the time when I became Reader in Anatomy at Oxford, which was in the year 1845, I should say that it was a very rare thing for any person to come with his mind previously directed to such pursuits. In the 17 years which have elapsed, that state of things I believe has somewhat changed. I believe that a few years hence we shall find that boys come to the university quite able to appreciate the opportunities of scientific study which they have now in Oxford, but which they had not a few years ago.

7. Do you consider that at schools attention is turned to physical science?—I think it is beginning to be so. I cannot speak from personal experience on that point; but I can see that the younger men who have left the universities with enlarged tastes in these directions, who are not destined to follow scientific pursuits, are beginning to carry away with them into the country, into the different situations to which they may go, and, among others, to private schools, scientific knowledge, sometimes of a very precise kind; and so in that way necessarily those tastes will be gradually disseminated throughout the country and react on the universities. I know, for instance, an assistant in a private school in the north of Oxfordshire who obtained a second class in the Oxford Natural Science School.

8. But as yet you have no knowledge, or no practical proof of attention having been turned to those subjects in the great public schools?—I do not know about that, excepting as regards Wellington College, where I have understood there is a regular working chemical class, which I have information to assure me is going on exceedingly well. I have a letter to that effect from Mr. Benson, to whom I wrote on the subject.

9. Has any method occurred to you, by which the study of physical science could be stimulated or promoted at the great schools?—I am afraid no precise method.

10. What I had in my mind when I asked you that question was whether if the University were to take the lead, and were to require some proficiency in young men coming up from the schools, whether that would not compel the schools to pay more attention to it?—It would be so of course; but the reason I hesitated in my answer was, that I cannot satisfactorily answer a question of that kind without seeming too discursive, and without stepping further back into the subject.

11. We shall be very glad to hear any opinion that you may favour us with?—First of all it must be decided in what subjects they had better be tested, and that is a difficult question. If you decide at the universities in what subjects men might be allowed to take honours,—I am speaking of scientific subjects,—then it is easy enough or ought to be easy enough to assign the way of granting those honours. If you decide what scientific attainments are equivalent to the requirements for a pass in the *literæ humaniores*, then it ought to be easy enough to fix a standard for the pass in such scientific school. If again, stepping further back, you decide that men or boys coming to the universities should have a certain preliminary scientific knowledge, you must first settle what is the proper kind and amount of preliminary knowledge for them to be tested in before they shall be admitted to the university. There lies the chief difficulty of the question to my mind.

12. That is a difficulty which has been solved at the London University. They have settled the amount of physical science that is required for matriculation?—Yes. I am quite prepared to express my opinions on that subject. About 15 or 16 years ago, the question was put to me by Professor Jowett and Dr. Stanley, who were then young tutors. About that time attention was being paid to improvements in the studies of Oxford. Those gentlemen were engaged in some extensive inquiries, with regard to the promotion of a wider sphere of education, and they wrote me a letter asking my opinion what scientific studies should be introduced. That question forced me to form a definite opinion as regards all these subjects in connexion with Oxford. The opinion which I gave then was this, that there were three fundamental subjects, which unquestionably ought to be required before young men were allowed to pursue any other; and that they might not take honours or pass except they showed proficiency in these three. These were, Physics, so called, Chemistry, and Physiology, to use the word physiology in a very general sense. I thought that those three subjects were so fundamental to all other organic sciences, and so necessary to the study of most branches of scientific knowledge, that all pass men ought to be required to pass in those subjects, before they were allowed to take other more detailed ones, such as geology, mineralogy, or zoology, or many other "ologies," which might be mentioned. Accordingly, wisely or unwisely, that became the law at Oxford, and at Oxford now no person can pass in a scientific subject, except he passes in two at least of these three, which we held to be educationally fundamental to the others, as I have said above.

13. (*Lord Lyttelton.*) Will you define what you mean by Physics?—As science has enlarged of late years, it has become difficult to define the word in a way that will find general acceptance. And therefore also it is not easy to find a proper *elementary* text-book of Physics even for the universities, and much more for schools; but that is a matter of detail upon which other persons would be more able to speak with authority than myself. As a practical answer to your lordship's question, I should say that there have always been classes of so-called experimental philosophy, or as many persons prefer to call it physics, in which the general laws of matter, of heat, and of electricity have been treated experimentally, and without much mathematical reasoning or formulæ; as in an old book, now too old to recommend as a text-book, Arnott's Physics. Physics so treated are educationally fundamental to all natural sciences. No person is a chemist unless he has some knowledge of physics, and no person can be a physiologist who is not to a certain extent both a physicist and a chemist. The principle is, as the members of the Commission know, every day becoming more and more established, that all the biological sciences imply necessarily a knowledge more or less of physics and of chemistry. To sum up all, unless your lordship wish to ask me any detailed questions, I would say that just as I believe that these three subjects are fundamental for the pass men at the universities, so I am led to believe that the two former should be the fundamental ones for schools; and with all submission I must declare it to be my fixed opinion that, just as I said 15 years ago, physiology, physics, and chemistry should be the fundamental subjects at the universities, so I think that those who come to the universities, if they really are to progress and if their education is to be carried on systematically, had much better come trained as far as boys should be trained in such subjects at all, in physics, or in chemistry, or in both, before they come to the university, and then they would either carry on these subjects to a higher pitch at the university where the greatest opportunities ought to be found,

and which are to be found at Oxford now, or they might pass on to the biological or other sciences they pleased.

14. (*Lord Clarendon.*) I suppose you would only require an elementary knowledge from the schools; you would not require mathematical demonstration?—That is a question to which I cannot answer simply yes or no; that, I think, would turn very much on the character and abilities, and I may also say the attainments of the boys. But speaking generally, I think that if they see these subjects experimentally treated in the class room they will get a large quantity of knowledge, which will stand them in excellent stead even if they pursue exclusively mathematical studies afterwards.

15. Will you look at page 39 of that book; you will there find the subjects required for matriculation at the London University (*the book is handed to Dr. Acland*)?—I know this list. The matriculation at the London University I understand is quite a different thing from matriculation at Oxford; it is meant, I believe, to imply a higher standard, and a more advanced period of education.

16. Yes, but not a more advanced period of life. The time of entry is about the same, or even younger, 16 and 17?—Yes.

17. (*Mr. Vaughan.*) It is not a very formidable list, is it?—No, but it is meant to be a higher list than our matriculation.

18. (*Mr. Thompson.*) Is there a university examination called a matriculation examination at Oxford?—No.

19. Merely a private examination?—Simply a college examination; at some colleges, as is well known, it is exceedingly strict, as at Balliol, and it is becoming so in others.

20. (*Lord Clarendon.*) You would not consider that that list of subjects upon which an elementary knowledge is required is more than you would desire at the University of Oxford?—Before they come up?

21. Before they come up for matriculation?—That must depend entirely on the answers required. The subjects mentioned in this list contain some of the highest departments of knowledge. It depends entirely on what answers are required. In answer to your lordship's question I may say that I believe it would further the cause of education, if men came to the universities with some knowledge of this kind. When I said I was familiar with this list I meant that I knew it generally; I had not observed that its arrangement was identical with what I had arrived at independently, viz., that natural philosophy and chemistry are the subjects which had better be acquired before they come to the university. That I have come to solely from my own observation.

22. You see that as those subjects are required, of course, the requirements are met, and therefore there must be schools at which that sort of elementary preliminary education is given that shall enable boys to pass at the London University in those subjects?—Yes, certainly; but whether the answers to the questions set imply sound experimental observational knowledge or not, I cannot tell.

23. We were informed that they did not require the mathematical demonstration of those subjects?—No; but I may say, generally, that I should value all knowledge of these physical sciences very little indeed unless it was otherwise than bookwork. If it is merely a question of getting up certain books, and being able to answer certain book questions, that is merely an exercise of the memory of a very useless kind. The great object, though not the sole object, of this training should be to get the boys to observe and understand the action of Matter in some department or another; and although I am perfectly aware, that what is called practical knowledge, if merely manipulatory, in any subject whatever, is a humble thing enough; yet, on the other hand, I must say that the utmost amount of knowledge on these subjects without that practical and experimental knowledge is to most persons nearly as useless. You want the combination of the two; and for youths, I value very little the mere acquisition of a quantity of book facts on these subjects. I want them to see and know the things, and in that way they will evoke many qualities of the mind, which the study of these subjects is intended to develop.

24. Then you would consider that the study of those subjects, the observation and the practical part of them would be an important training of the mind?—Unquestionably, it is an important means of training the mind; whether the most important, I do not say, but that it is important, I say heartily.

25. You are aware, probably, that at the public schools the study of the classics, which is the basis of education there, is founded mainly on the notion that it is the best training that can be given to the mind; but should you say that that mind was as well trained as possible, that all the faculties of the mind had been called forth, when the study of physical science had been altogether omitted; do you think that the study of physical science calls out any faculties that are not developed by studies restricted to the classics?—I have no doubt that the study of the physical sciences evokes qualities which are not evoked by the study of the classics; but I am not at all prepared to say that those same qualities or very similar qualities may not be evoked by other means, although not by the classics. I mean to put this reservation in stating my opinion, that I cannot think that the study of the physical sciences is, as I sometimes hear it stated, absolutely necessary for everybody. That is all. I only wish to make that limitation. I believe it may be practically expedient; but there may be good men, as good as anybody else, without it. It is perhaps unnecessary to make that reservation, but I am in the habit of hearing the subject spoken of sometimes as though a man must be an inferior man because he is unacquainted with any branch of physical science. I do not hold that at all, because many of the qualities of observation, practical habits, manual dexterity, and many such things are acquired in a high degree by persons who have no scientific knowledge, as, for instance, by seamen and men of that kind, who acquire an extraordinary acuteness of observation and readiness, and a great many of the qualities which are possessed by scientific men; being, however, very deficient in some others.

26. What plan would you like to see adopted for producing that amount of knowledge or that education in physical science—should it be brought about by the universities taking the lead, or the schools—which do you think is desirable?—At the universities; at least I must not say the universities, but at Oxford, we have now almost everything, I think, that can be desired, excepting the goodwill of some of our classical friends, and that I desire still; we have most of the apparatus and arrangements that are needed for the present.

27. The study is voluntary there?—The study is entirely voluntary.

28. And forms no part of the regular curriculum?—Not necessarily.

29. Do you think that as long as it remains in that state it will be prosecuted with vigour or success, except by a few people who have a special object in doing so?—That is not easy to say. When I was first Reader of Anatomy at Christ Church, I had a very good class, which gave me no trouble, and I had great satisfaction in it for some years, until the University, unadvisedly as I thought, decided that there was to be compulsory attendance on Professors Lectures. Now, speaking generally, I see no reason why there should not be compulsory attendance on professors, scientific and others, just the same as at college-chapels and lectures; I cannot see the difference. However, my class was more than doubled in number, and became very troublesome. I got rid of them by telling them that hitherto all students who had come of their own goodwill and pleasure steadily worked with me, and that I should sign no certificates

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of attendance for those whom I noticed to be inattentive. This cleared my room the next day to the normal numbers, and I went on in comfort for years afterwards; so that as far as the real study and mastery of these subjects is concerned, I am not at all sure that the subjects will prosper a bit more if the attendance be compulsory. On the other hand, I must repeat what I said before, that there can be no reason why one class of subjects should be compulsorily attended, and another not, when once it is decided what subjects ought to be pressed on the students.

30. (*Lord Devon.*) I understood you to address your observations principally to the commencement of the university course. I should like to ask you whether your attention has been called (I suppose it has) to opinions that have been given on that subject by a man of great eminence, Professor Owen, as to the comparative importance of introducing this or that branch of physical science into public schools, and the order in which they should be introduced. He has expressed here, very ably and clearly, an opinion in favour of introducing those branches of science, which imply the drawing out of the powers of observation and the exercise of the powers of classification, as those which first should be taken by young boys. It is slightly different from the view you have expressed here. What would be your view upon that?—I said before, that the opinions which I hold I really hold with very great diffidence, and I have already stated them. I also stated that I had been for 13 or 14 years teacher of physiology, and not only that, but in order to show that I do not speak from a lack of devotion to the subject I have brought with me the synopsis of a physiological collection, which was made under my direction, with very great labour. When I went to Oxford, I began to make the collection, of which this is the record, on the plan of Mr. Owen's great collection, or rather of the one he had charge of, viz., John Hunter's. I thought it so necessary to the general national education, that the power of studying physiology in its highest departments, and in the best possible manner, should exist in Oxford, that I laboured with other persons to enable the University to possess the means of that study, which it had not to a similar extent before. This, therefore, will show that I do not underrate the value of Anatomy and Physiology, to which Mr. Owen's life has been devoted,—certainly not. I said, just now, these are subjects which could and should be pursued with the greatest advantage at the universities; but I also said that physics and chemistry are necessary for a sound appreciation of physiology. Every year the study of precise physics, and a knowledge of chemistry, are becoming more necessary to understand physiological works, so that the older physiologists, unless they are able to bring up their knowledge of physics and chemistry to the present level, will be left entirely behind. Therefore, I am of opinion, that it would further the cause of education if physics and chemistry were first learnt at schools, so that those who came up to the universities should have the opportunity of studying physiology as an advanced subject if they came up with the necessary preliminary knowledge. Now, I may venture to remark, that these are nicely balanced questions, and it is really very difficult, without much hedging as it were on the one side and the other, to hold a very strong opinion on the subject, because boys have very different qualities of mind. For instance, Mr. Frank Buckland, like his eminent and lamented father, has very remarkable gifts for the acquisition of a certain kind of what I may call observational natural history. I do not know that their minds would have been called out to the high pitch of perfection which they attained in their department, if they had been forced to study physics and chemistry in a rigorous manner. I doubt it. It is a different quality. I do not wish to exclude the study of physiology from schools, but I do not think it is essential: I think the most essential as fundamental subjects for schools are the two which I have named. I may further add, that some time ago I published a statement, as fair as I could make it, with regard to physiology in schools, in consequence of a question which was put to me in the year 1858.

31. Perhaps you would have no objection to hand it in?—If you think it worth while; it contains, I think, all I can say on the subject. (*The pamphlet is handed by Dr. Acland to the Commissioners.*)

32. Assuming that on the whole you are of opinion that physics and chemistry might be usefully taught in public schools, at what age do you think it would be desirable that boys should be taught them?—That which is fundamental to the study of these subjects is a certain mastery of language and of thought; and as soon as ever experienced schoolmasters think that their scholars are sufficiently advanced in those preliminary studies to undertake what may be considered as a secondary branch of education, then, I suppose, they may begin. That is a question which I think experienced schoolmasters can answer much better than I can.

33. Opinions have been given before us, varying as to the age at which such studies might usefully be introduced. You think that it would be impossible to fix *à priori* any definite age, but that the individual capabilities and tastes of each boy should be taken into account?—I quite think so. I should think that positively to fix an age would be quite a wrong principle. I could quite understand the masters fixing a Form: but I am sure there is so much individual peculiarity in the constitution of boys' minds, and in their adaptation to the pursuit of different branches of knowledge—and of scientific branches of knowledge especially—I am so satisfied of this fact, that I think it requires more than the mere position in the forms. If possible, the knowledge of individual character, and the observation of the boys by the master, should fix the age.

34. Am I right in inferring from what you said, that you would not make instruction even in those sciences to which you attach so much importance compulsory in schools?—I should suppose that by far the simplest course would be to make them part of the general education.

35. In which all should partake?—I know it is not the opinion of the masters generally, and I should feel very unwilling to express an opinion contrary to their experience. I know that some very experienced schoolmasters think that it would be a very dangerous course, and that it would distract the boys from what is more essential to them; but I should not myself have thought so.

36. (*Mr. Twisleton.*) Have these schoolmasters, who have spoken to you on the subject, themselves been acquainted with the physical sciences?—I am disposed to think not.

37. (*Lord Devon.*) Passing on a little further, can you, from public school recollections, or from conversations with the existing head masters of schools, state at all the proportion of time which you think might usefully and properly, and without sacrifice of other things, be given up to these sciences. Supposing, for instance, it were practicable to give one lecture a week to a particular class in physics or in chemistry, accompanied with proper opportunities for experiments by a professor not living on the spot, going down to Eton, we will say, from London, and giving a certain number of lectures in the half-year; if that were supplemented by the assistance of any fellow workman among the assistant masters, who, being on the spot, might be able to assist the boys at those studies, should you consider such a system would be likely to produce any satisfactory or desirable result?—Yes, that plan might possibly work well. A great deal of knowledge on those subjects may unquestionably be instilled by a good teacher in a very short time. Those who are not acquainted with them often misunderstand what is meant by superficial knowledge, and overrate the time which must be expended by young men in acquiring useful and elevating knowledge of those subjects, or at all events

genuine interest in them. May I say that at one time I thought that it might be desirable to make these subjects compulsory at Oxford, and I published a pamphlet on that subject, I think in the year 1848.

38. (*Mr. Thompson.*) Compulsory on all?—Compulsory on all.

39. For the degree?—I thought and I still think that it is a national misfortune that clergymen and large bodies of men should have attained the standard of a university degree without any acquaintance whatsoever with that great department of human knowledge which is now called physical science, as is the case with the great majority of university men. It seemed to me a grievous thing, and the remedy was very simple, viz., to make them have some. Fifteen years' more experience has shown me that it is not quite so simple to make people have anything they do not wish. I had spoken in this pamphlet of the question of time. There was an argument used by the tutors that the students have no time: that is, that the undergraduates, the pass men, the average of men, have no time; "it is impossible for them to do more "than they do," they used to say. I answered thus: "They spend three years here, I should propose at the "most three courses of lectures to be attended in those "three years, no one exceeding 24 lectures. Could "they not find 24 hours a year for this purpose, and "perhaps some three hours for reading or for the "study of museums in connexion with each lecture?" And that answer of course applies equally to schools. I must say, as a physician, that being my main business now, that I really view with alarm the way in which boys are pressed now; I must ask your forgiveness for introducing an extraneous subject, but I say truly that I view with alarm the pressure which is put on good boys. I am afraid it remains to be seen 50 years hence what the effect of this system on the *physique* of the country will be. Children are surrounded by every means of cramming things into their brains, and a number of us are seeing how we can force in something more in their very earliest years. I confess I think this a matter of some anxiety.

40. (*Lord Devon.*) Following up that view, and supposing therefore that in order to introduce these important branches of science into schools in the way which you suggest, it were necessary to abandon anything, should you think that a diminution of the quantity of lines learnt, a diminution of the quantity of repetition, or of the time devoted to original composition, was well and more than compensated as regards the training of the mind by the introduction of the scientific teaching to which you refer?—I cannot doubt that; my attention has not been drawn with precision to the details of school life since I left it, but looking back to my own life, and knowing what I do of the lives of young men now, I cannot doubt for a moment that there might in some schools be a re-arrangement of their time and of the mode of developing their faculties such as your lordship speaks of.

41. It is in evidence before us that in one school 100 lines by each boy are learnt every day in the week?—I think that frightful.

42. You think that is not so useful as a training of the mind as the sciences to which you refer?—This I can answer without hesitation; I feel confident that a great deal of the learning by heart is useless: the physical sciences exercise the memory in a higher degree than anything else; at least anything with which I am acquainted. If you go over a book of human descriptive anatomy, the quantity of facts which have to be mastered are astonishing. I do not believe that boys' tastes are refined or their higher intellectual qualities called out by learning to gallop over so many lines of Virgil or Homer. It is an effort of memory, and has no corresponding effect on the character; I believe by the other study they would acquire a certain quantity of useful knowledge, and the faculties of attention and memory are quite as much exercised. Above all they are taught to think; this no amount of learning by heart can teach.

43. I have only one or two questions more to trouble you with; one is this: there is another branch of instruction to which considerable attention has been given of late, namely, modern languages. Suppose that it were a question as to the introduction of the sciences to which you refer, and the further and more systematic introduction of modern languages than at present into the system of public schools—to which should you give the preference?—I am very much afraid I must say that if I were obliged to choose I should choose German.

44. Rather than physical science, or than French?—I am afraid the German rather than the science.

45. Will you explain that?—My reason is unconnected with science: it is purely an educational one. It is a great advantage to a scientific man now-a-days to know German, and a great disadvantage not to know it. I know it very imperfectly, so I know the disadvantage. I think that the possession of an additional language in early life is so invaluable to a youth, that I would rather almost take the chance of his obtaining his scientific knowledge at a later period, when he would have the further aid of German in acquiring it. He would be enabled, for instance, to take a German book of physics when he came to Oxford if there was not a good English one. I should have great hesitation if I were forced to choose between them; but I doubt whether I need choose between them. That is an educational question, not a scientific question.

46. Are you able to give any opinion on this point, viz., whether without any material sacrifice of that which forms the staple of the present public school education time could be found for the due and proper admission of both branches?—I ought not to answer that question. I do not know enough of the details of public school life. I should suppose so from what I have heard.

47. Will you let me ask you a question on what you mentioned just now. What number of hours in a day do you think a boy can safely work, say, an average boy of 16, for a long continuance. Is it a point on which you would like to give an opinion, or not?—The late Dean of Christ Church, Dr. Gaisford, a most laborious man, as everybody knows, told me that no person ought to read more than eight hours in the day, and that he had never done so. I am quite certain that a great many boys and a great many young men actually waste their time as well as injure their health by reading too many hours, and that if they played rackets and cricket and such games more, and read less, they would acquire more, and be stronger men.

48. Should you say that seven hours a day for a boy of 15 was, taking the average of boys, an unsafe amount of work?—No, I suppose not. Very much depends on the habits of the school. It is a very dangerous question to answer, because so much depends on the way in which boys are kept to their work. At a school that I was at, a private school, we were down at seven, and we went to bed at eight, and we had an hour in which, unless in very fine weather, we were obliged to walk in an orderly way round what was called the "sweep." Occasionally in the summer we were allowed some cricket, as a great holiday. I make no doubt we should have done more work if we had had more play.

49. (*Mr. Thompson.*) Has not ventilation a great deal to do with the power of prolonged study?—Yes.

50. It makes a difference of several hours in the day?—I do not know about several hours; but it makes a great difference to the power of attention.

51. (*Lord Devon.*) I will ask you a question which I have no doubt you will feel able to answer. In order to introduce the physical sciences more systematically into public schools, of course it would be necessary to get tutors. Do you think there would be any great difficulty in getting competent men to deliver instructive lectures from time to time, to be supplemented, if necessary, by the resident concur-

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rence and co-operation of one of the masters of the large schools?—There may be at first a little difficulty in getting very good men, but the condition of things at Oxford will in a few years entirely remove that difficulty. There is one source of anxiety to me now in consequence of the development of scientific studies at Oxford, which is, what is to become of those men who have successfully given themselves to them? It is a grave question. Unless they become the means of access to situations of emolument, or at least of respectable maintenance, I do not know what is to become of these men.

52. Are those men, ordinarily speaking, men possessing qualifications which would enable them to act as assistant masters in our public schools in teaching other subjects?—Yes, many of them unquestionably will be.

53. (*Mr. Thompson.*) Many of the present students?—Those who are well-educated men, and who have mastered these subjects in addition to their classical training, just as formerly they mastered mathematics. May I be allowed to say that the whole of this question as regards Oxford, or as regards the Universities, is this, that intelligent men have now the means of obtaining honours in several subjects, whereas formerly they were confined to what were called classics and mathematics, and therefore these intelligent men will, according to their faculties, go out into the new lines if afterwards they can live by them. If the country provides places of respectable maintenance for such persons, there will be the persons to fill them. There will be no lack of men. As a corollary to that, or as connected with it, I should like to be permitted to say that one reason why we in Oxford were so anxious to introduce scientific studies into our old institution was, that many believed that science has been sometimes imperfectly studied, and imperfectly taught, in consequence of the deficient early education of those who are devoted to those subjects, and that the mere possession of a quantity of scientific knowledge by no means necessarily makes a good teacher, especially for boys. It is not sufficient that a person should be a good anatomist, or a good chemist, or a good dissector, or a good manipulator to make him the best kind of instructor for beginners; he may be for advanced students, but not for beginners. Now the class of tutors required will in a few years be supplied by Oxford.

54. (*Lord Devon.*) A suggestion has been sometimes thrown out, with a view to supply this want, of attaching to some of our old foundations a professor of physical science. Should you think that desirable, or would you prefer that lectures should be given by some one coming *ab extra*, who is therefore more in contact with new works, new improvements, and observations?—I hold that for these subjects and most subjects the teacher's residence in his place of work is of more importance than the occasional presence of a superior man. It is very true that the functions of the two are different, and I will not at all pretend to say that a resident second-class man will give the same educational impulse as Mr. Owen or Mr. Faraday coming down once a week, or once a month. The two things are very different, and the one can hardly supply the place of the other. You ought at all events to have a resident of some kind, and if he is to be a good one he must be adequately paid.

55. (*Lord Lyttelton.*) You were speaking about the capacity of boys. Is there any period or age which boys commonly spend at school, at which for a time their intellect becomes comparatively stagnant and torpid; a time at which the intellect rather recedes, afterwards to recover itself, and to improve?—I do not know that I can say that.

56. (*Mr. Twisleton.*) You would say that the faculties of observation may be cultivated without the physical sciences, by practical men, such as seamen and others?—Yes.

57. But in regard to the education of individuals who exercise no profession of any peculiar description, is there, in your opinion, any substitute for the physical sciences as a mode of cultivating the faculties of observation?—I suppose none, as a mode of education, and I only instanced practical men, such as naval men, to guard myself against attributing too great results to a subject in which I am much interested.

58. (*Lord Lyttelton.*) Are university emoluments, not only university honours, at Oxford, obtainable through physical science?—They are becoming more so, and although it is possible that some further legislation may be necessary, yet it is quite clear that, as every year the number of those interested in the question increases, so the place itself will do whatever is just and fair about it. For instance, Christ Church has now a physical science studentship, and it has two Readers, one Reader in Anatomy and one in Chemistry.

59. (*Mr. Twisleton.*) Are there any physical science scholarships at Magdalen?—Yes; at Magdalen there are several such. I believe that in every college there is the power of making them; and a provision for receiving persons as Fellows who are distinguished in any branch of knowledge.

60. (*Lord Lyttelton.*) Those are rewards for physical science, not by itself, but with a certain minimum of ordinary attainments?—The principle of all the scientific education, or rather, I should say, of the legislation for it, in Oxford in the last 20 years, has been to ensure that every person who is turned out of Oxford with scientific knowledge shall have been thoroughly grounded in classics. First of all he shall have passed in *literæ humaniores*. He must pass them first, and then he must also pass in physics and chemistry and physiology, if he mean to take up for honours any advanced subject. For instance, Miss Burdett Coutts founded a scholarship lately for geology. One of the regulations is that the scholar in his examination must pass in physiology, chemistry, and physics, in other words he must be fundamentally educated before he gets this prize in a special scientific subject.

61. (*Mr. Twisleton.*) Is it not the case that for clergymen it would be most valuable in a country parish for them to have had their faculties of observation cultivated at school and at the university?—Certainly.

62. Is it not the case that many clergymen, however learned, have not that influence over farmers and others which they would otherwise have, if they were intelligent in those subjects in which the farmers are intelligent?—That is often stated, and I suppose in human nature such must be the case. Might I be allowed to add that one reason why Oxford has gone to the labour and great expense of increasing its means of scientific study is found in a sense entertained there of the importance to the clergy and upper classes of England generally of more extended knowledge, in order to retain their proper relations to the lower and middle classes who have this knowledge. Those of us who had had a scientific education did not conceive it to be necessary to establish more hospitals, more schools of medicine, more chemical laboratories, excepting for the purposes of the general education to which you allude, and for the advancement of science generally.

63. (*Sir S. Northcote.*) With reference to that question which Lord Lyttelton asked just now it has been mentioned to me by more than one person engaged in the work of education, that there seems to be a period in a boy's life, perhaps about 14 or 15 when the moral character developes considerably, and there is some kind of stagnation of the intellectual progress, could you either confirm or refute such an opinion from your own experience?—No, I cannot really give any opinion about that, as a general proposition; I do not know whether the medical men attached to such schools as Eton or Harrow may be able to answer that question; I cannot give any satisfactory answer to it, though I have noticed often enough mental changes in individuals at the age of puberty.

64. (*Mr. Thompson.*) Lord Devon asked you a

question relative to some evidence given by Mr. Owen. He specified zoology as the science that of all others he should recommend for educational purposes, from the fact that it was eminently a science of classification, and classification or method was one very large and important branch of logic, that therefore those sciences in which that branch of logic was prominent, especially zoology and botany, were those best fitted for educational purposes. Do you agree with that opinion, or have you considered the subject in that point of view?—Yes; I have paid attention to that. I hardly expect that any opinion of mine which does not agree with Mr. Owen's will be allowed much weight, but I confess that I think that those particular qualities to which Mr. Owen alludes are just as well developed at a later period, and I think that what I have stated as to the proper sequence of subjects in education is quite unanswerable: that if a person is to be a sound zoologist, he must be first a physiologist. Zoology was excluded from the curriculum, expressly excluded from the pass subjects at Oxford, not to exclude it from the University, (for we have a professor of it,) but because we considered that there must be a sequence in this case: that a person to be a good zoologist in a scientific sense must be a physiologist, that is, he must be acquainted with the internal structure and mode of action of living beings. In order to be that he must be a chemist, and in order to be a chemist he must be a physicist, and in order to be a physicist he must be acquainted with language and argument. This may be considered a theoretical view, but I cannot help it. A boy must first learn language and the use of numbers, he then is capable of studying the general laws of matter, then their further combination in chemistry, then their application in the fundamental and large principles of biology and physiology so called, and then he may go to any cognate subjects he pleases. With the best attention I can give to the subject, I really cannot make up my mind that, aiming at a sound scheme at national education, you can with wisdom reverse that order: though in practice the study of two or more may have to be carried on at once.

65. Professor Owen said also that logic might be divided into two great provinces, method, and syllogism. Is it the case that syllogism is taught to students before they come up to Oxford?—Logic is more or less taught in some schools.

66. (*Mr. Vaughan.*) When you were speaking of the choice that you would make of instruction in German in preference to instruction in physical science, was it with reference to the future utility of German, or to its power of giving discipline to the mind?—Entirely with reference to its future utility—simply for that—not the least as to the comparative effect on the mind of the two studies. But the question as I understood it was, if I was forced to choose between the two. You will remember that I objected to the choice.

67. When you speak of the necessity of a knowledge of language being imparted for the purpose of comprehending arguments before proceeding to physical science, I would wish to ask you whether that want would not be satisfied by the acquisition of the native language; English?—It might be so satisfied.

68. With regard to the intellectual pressure which you fear is being put too severely upon childhood, do you think that the same number of hours that might be rather too much if devoted only to language, would not be too much if part of it were given to outward things and instruction in their nature and properties?—A young man can unquestionably study a greater number of hours if he studies two such subjects than if he studies one; I will not say double, but a very large proportion if properly managed.

69. Do you think that the present system of public schools, considering the manner in which it excludes instruction in physical science, has at all a tendency to cut off from the profession of medicine the supply of men from the upper classes who might otherwise go into it?—The course of education at the great public schools, and as it has been conducted at the universities, is so restricted that it formerly did not occur to members of the medical profession to send their children to one or the other; and adding to this the expense, it becomes nearly impossible, and is a grave national evil. Anything, therefore, by which the general education of the medical profession can be improved, by drawing them to the best schools and the best universities in the country, will be a national advantage.

70. Do you think the fact of adding to the curriculum in the public schools and universities will directly or indirectly tend to produce that effect?—If by any means the time and the expense can be restricted, yes. I notice that gradually medical men are trying, no doubt to the great advantage of their families, but to the greater advantage of society, to give the young medical men a university education; but I must also say, that to that end we should ensure that the education given at those places is really the best that can be obtained. If you succeed in getting at the great schools of England a regular sequence of study of the best kind, to be conducted in the shortest period, and a maintenance for the student at the end, you will confer a benefit on the professional classes, indeed on all classes of the country.

71. (*Mr. Thompson.*) Are any large proportion of those students of whom you speak, as pursuing natural science at Oxford, intended for the medical profession, or for any profession in which those sciences would be immediately available?—It may be so; but this is not the object for which the late improvements have been exclusively or specially made. The object has been to provide in a great national university a sound system of scientific education, and let those use it who want it. Most unfortunate would it be, I think, if the scientific education in Oxford were so conducted as to be limited to objects connected with the medical profession. Another small medical school is not wanted in England.

72. Can you give any idea of the relative number of those students who pursue physical science, and those who give themselves up to mathematics at Oxford. Are there as many, or are there more?—I noticed that the number of students in the last examination who were going out in the mathematical school, was about 140.

73. Including "pass" and "honours"?—Yes; those who were going out in the school. I happened to count the list a few weeks ago, so I am able to answer the question, and those who went out in the modern history were about 70; those who went out in natural science were about 35. But that expresses nothing concerning either the tastes of the youths or the opportunities of instruction. It is believed at Oxford—I do not know with what truth—that the least possible quantum of work is to be got in the mathematical school, and, therefore, the pass men rush into it. They may be mistaken, but that is the current belief. This has a bearing on what I called the sequence of studies. Many of those youths had come up to Oxford quite prepared to pass the mathematical final school, and therefore had no more work to do in order to pass in that school. This is not good arrangement.

74. I ought, perhaps, to have guarded my question in this way. I ought to have asked what is the proportion of those who go out in mathematics, as compared with those who go out in physical science?—As I said above, perhaps there are four times as many in the mathematical school; but the mathematical school is a very old one, as old as the classical school. The natural science school has only been started under great difficulties, within the last eight or ten years.

75. In regard to the quality of the two classes—I mean those who go out in *scientiis mathematicis et physicis*, and those who go out in *scientiâ naturali*,—

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do you think those who go out in the latter are men of equal mental calibre to those who select the *literæ humaniores*, or the *jurisprudentia*?—I cannot say whether they are. I am quite sure that they ought to be.

76. That we are prepared to admit; but we wish to know your opinion about the fact?—It is a delicate question to answer. I am not at this moment an Examiner. When these examinations were first started, I felt that no persons ought to be entitled to the name of first class in science in Oxford who were not equal to the mathematics and the classics of the old standing of the old first class of Oxford. I insisted upon that in the strongest way that a man could, before the science school was started. I believe that the University is fully alive, at all events the best men are fully alive, to the absolute necessity of keeping up the scientific standard to an equal height with the others.

77. Has not the difficulty of keeping up the standard to an equal level in some cases deterred the authorities from giving the same proportion of their fellowships, and similar emoluments to persons who distinguished themselves in the school of natural science?—I cannot say it was so. If so it was a perfectly vain alarm. There is not the slightest difficulty in arranging a scientific examination so that persons only of high intellectual faculties, and well trained in the use of them, should attain the highest honours. Eminent scientific persons are generally, I make no doubt, of equal intellectual calibre with persons as eminent in other pursuits.

78. (*Lord Devon.*) Of those who attend the natural science school, and who go out in honours, are you able to tell us what proportion read for the direct employment of any knowledge they may obtain in their after professional life, and what proportion read to obtain that knowledge which belongs to educated men?—I think that a greater number of them propose to go into the profession of medicine: that in it, it is quite clear, these scientific subjects are of practical use, but that need only show that a greater number of those who intend to follow the medical profession are coming to the university. It does not necessarily show more than that. Persons who mean to go into the medical profession come to the university with that intention, and being there, they give themselves to studies which are connected with their future life.

79. (*Mr. Vaughan.*) May not it be sometimes the case that persons are determined to medicine by having become acquainted with those sciences, which they find afterward will assist them in their medical career?—Yes; I see that is beginning to take place; and I hope it may be so more and more so long as it does not tend to depress the scientific character of the studies by making them purely professional.

80. Do they take them in the first instance as branches of knowledge, and having got the knowledge observe that there is a certain and profitable application of them in the medical profession, which induces them to adopt medicine?—Certainly; and I see that with great satisfaction, for the reason I gave before, that I believe it would be a great advantage to the country, if a greater number of well-educated university men, became medical men, and they will be induced to do so, by studying those subjects now they have the opportunity, not having intended it before.

Victoria Street, Thursday, 12th February 1863.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
HON. EDWARD TWISLETON.
SIR STAFFORD NORTHCOTE, BART.
H. HALFORD VAUGHAN, ESQ.
REV. W. H. THOMPSON.

THE EARL OF CLARENDON IN THE CHAIR.

Ven. R. W. Browne, M.A.

12 Feb. 1863.

The Ven. R. W. BROWNE, M.A., Archdeacon of Bath, called in and examined.

1. (*Lord Clarendon.*) I believe you are a Professor of Classical Literature at King's College?—Yes.

2. How long have you been so?—About 27 years.

3. You were educated at Merchant Taylors' School?—Yes.

4. How many years were you there?—About nine years and a half.

5. I believe you have examined both at St. Paul's and at Merchant Taylors'?—Yes, for some years.

6. Do you examine regularly or occasionally?—I examine the school annually with my colleague, and once a year those scholars who are candidates for St. John's Oxford. Those only form a small portion, but we examine for the prizes also.

7. Having been educated at a London school yourself, and having been a professor at King's College, as well as examiner at two London schools, I have no doubt you have been able to form an opinion as to what would be the best conditions and the requirements for a good London school, and it was particularly upon that point that we wished to have the benefit of your opinion?—Of course London schools labour under a great disadvantage, because there is no doubt, I think, that to have boys educated in the country is much better for them, as well physically as intellectually; their intellects are brighter, and the fancy and imagination are much more cultivated than they could be in London; but I think the only condition under which a good London school could be carried on is by making it as much a day school as possible, so that the boys may be living with their parents amongst better associations than they would have within the walls of the city. One great disadvantage is, of course, that they have no place to play in, except at some distance, and now, with the present facilities of communication, boys who live at home can come almost any distance within ten miles; in fact they do come from that distance by the railroads, but then of course the hours must be accommodated to them. The school cannot commence so early as public schools usually do; it must begin later, so as to give the boys time to assemble without difficulty.

8. Are you aware at what time the boys meet?—At Merchant Taylors' they meet at a quarter-past nine, and at St. Paul's at nine. Either hour is very good; perhaps the later is the better, because it gives them more opportunity of coming into town.

9. Would it not be rather difficult for a boy living seven or eight miles off to come in by nine o'clock, and to have had breakfast at home?—They do that; I think they come from as far as Richmond. They can manage that by a quarter-past nine certainly, because if the train arrives at nine it gives them a quarter of an hour to get from the train to the school.

10. Do you consider that these schools, St. Paul's and Merchant Taylors', fulfil all the conditions of a good London school, assuming that that great objection to London schools of not having a play-

ground is quite irremediable?—Yes, that is quite irremediable, and with the exception of that, as far as the instruction they get is concerned, it is of very good quality, and the best boys have many of them distinguished themselves at the Universities; but still I think that is a great difficulty to get over. They have a cricket ground at Kennington Oval, perhaps, but that is the only opportunity they have. Then they lose the advantage of mixing with one another, the self-education, because after school hours they separate and are dispersed. They have very little association with one another except during the hours of school.

11. Of course you are aware that questions have been mooted with respect to the removal of Westminster and St. Paul's schools into the country?—Yes.

12. Might I ask what is your opinion upon that subject?—I think there can be no doubt that, for the benefit of the boys who are at the school, and for the benefit of the school itself, it would be a good thing; but then you deprive large neighbourhoods, for whom they were intended, of the advantage of the school, because if the school is central the boys can come from the suburbs in all directions; but if you put it some miles on one side of London, the boys on the other side can never get there, and the trustees or governors would feel themselves obliged, I think, in all justice, to give exhibitions, or some part of the expense of boarding the boys, or else the classes for which they were intended would probably be deprived of the benefit of them.

13. Are you aware to what class the parents of boys who go to St. Paul's and Merchant Taylors' belong?—I think almost all of them are sons of professional men, clergymen, barristers, lawyers, mercantile men, military men, clerks in public offices, and so on. Some are tradesmen's sons, but I should think the majority of those who would be attracted by that education would be the sons of such as I have mentioned.

14. The greater part of whom live in or near London?—Yes. The number of boarders is very inconsiderable as compared with the number of boys, not more than one-fifth, I should think. There are boarders who live with the dames and masters, but their numbers are inconsiderable.

15. Do you think that the effect of moving those schools into the country would be to deprive those parents of benefits which they had been accustomed to?—Yes, because they get their education very cheap now, and of course that would involve the expense of boarding. If the governors or conductors of the school could pay part of the expense of boarding, so as to make it worth the while of the parents to send them, then they could not complain—but that is another thing.

16. You are aware that we are inquiring into these schools, and if there is anything which you could suggest for their improvement, we should be glad to hear it?—They have been improved gradually, year after year, as occasion arose, both in the form of education given and in the subjects which form that education, and I do not think that there is any other improvement required. I think in the London schools it does not answer to begin too early, so that boys cannot come from a distance.

17. Then, on the other hand, if they begin much later, and are retained a sufficient time in school for study, say six or seven hours a day, it would make them go home very late at night?—School should not begin later than a quarter-past 9, I think; that would cover a very large space.

18. If the school opened at a quarter-past 9?—Yes. They used in former days to begin at 7 and 8.

19. (*Sir S. Northcote.*) And then there were no railways?—No; so that the schools were limited to boys living within a very short distance.

20. (*Mr. Thompson.*) Do you know at what time the King's College School meets?—At 9, and the College meets at 10.

21. (*Lord Clarendon.*) Does not your objection apply to King's College School. Is not that rather too early?—No, I think 9 o'clock does very well.

22. And that enables boys to come from a distance?—They come from Richmond and Norwood, and places at that distance.

23. (*Mr. Twisleton.*) The school hours at Westminster begin at 8?—Yes. That is too early for a day school, and you must sacrifice everything, I should think, to the day-school principle, if you want a school to be a large school, or sufficiently large to be a public school. You cannot depend on boarders in London, because if a parent wished to send his son to a boarding school he would send him out of town.

24. (*Mr. Thompson.*) Westminster is essentially a boarding school, is it not?—Yes, but the numbers are very small at Westminster, I think, from that very reason. At Merchant Taylors' there are always more applicants than can be received. The numbers are 260; there are supposed to be 250, but there are always 260, and there are more applicants than can be received. At St. Paul's the numbers are only 153, but there are always more applicants waiting than they can take. I suppose the same would be the case at Westminster if the education is of the same kind.

25. (*Mr. Twisleton.*) At Westminster at present there are 136 boys?—Including the 40.

26. In the whole, do you consider it possible that the hours of the school may have something to do with preventing there being a greater number of day scholars?—I have no doubt of it; because, at King's College, in the two departments—the purely classical department, and the one which introduces a mercantile education as well, and confines the classics to Latin—there are more than 400, besides the different departments of the College, in which there are more than 1,000. There is no reason why the number of Westminster, with all the immense advantages which it has, should be so small; it must be limited entirely to a near neighbourhood if they begin so early as 8.

27. (*Mr. Vaughan.*) Has it ever struck you to consider the removal from London of a school like St. Paul's, in an economical point of view; that is to say, how far the expenses of any removal and building might be provided for by the sale, or other disposal, of the site in London?—I have no doubt the site of St. Paul's would pay for a magnificent site in the country, because the frontage is so large, and it is in an expensive position; but the estates of the school would probably be well able to do what I mentioned just now, that is, to make the charge for boarding such that it would not be half the cost to send them into the country.

28. They might charge for board at cost price?—Yes, or less.

29. I suppose that no benefit would be really lost to the parent then?—None at all, because if a parent could keep his son in a country school at the same price as at home, I should think he would be glad to benefit by it.

30. And in case the premises in London could be disposed of at an advantage, that itself would supply building for the lodging of the school-boys?—I should think so.

31. And perhaps more than that?—More than that, I should think.

32. (*Sir S. Northcote.*) Have you reason to think that parents have any other ground for wishing to send their boys to these schools than the advantage of the cheapness of boarding and lodging them at home?—Some may like the mixture of home education, but the generality I think do not. Consider the immense number of boys that are pressing into Marlborough, which is a cheap and good education as compared to those who come to London schools.

33. (*Lord Devon.*) Those who go to Marlborough are of a different class, are they not?—No, they are

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clergymen's sons, and there is a large number of clergymen's sons at Merchant Taylors'.

34. Those who go to Marlborough would principally be the sons of the country clergy?—Naturally the country clergy would send them near their own doors.

35. (*Mr. Vaughan.*) Is it not a disadvantage attendant on schools in London that the whole work of the day must necessarily be clubbed, as it were, within a few hours?—I think it is a very great disadvantage.

36. (*Mr. Thompson.*) Is that so at King's College School?—Yes, they finish at 3 o'clock.

37. They have no playground at all?—No; at least they have a little yard, only the length of the building, and about 50 feet in depth—not enough for playing in.

38. (*Mr. Vaughan.*) I believe it is the case now that the railroads are effecting a thorough communication through town?—They are about to do so, I suppose.

39. So that in a few years, if they thought it necessary, boys might not only come to town by a railroad, but might pass through London to another point on the outside of London?—Yes, they might do that.

40. Again, supposing that that sort of communication were not effected, and there were more than one school removed from London, might they not be so disposed as to meet the wants of the suburban population on both sides of town?—I should think they might.

41. (*Mr. Thompson.*) Dulwich is an instance in point, perhaps?—Quite so.

42. (*Mr. Vaughan.*) And both would remain open to the population of London?—Yes.

43. (*Lord Devon.*) Am I correct in inferring from your observations that your view is that in the case of any school of considerable numbers, in London, it should be a school for day boys and not a boarding school?—What you would consider would be its being a day school. Of course you would take boarders if they were willing to come, but you should legislate for it as a day school.

44. I think you base that observation partly on the want of a playground. No doubt you are aware that at Charterhouse, and still more at Westminster, they have not only a playground, but, in the case of Westminster, the river Thames open for them. That probably would lead you to entertain some doubt as to the general applicability of that position to those two schools?—I do not object to that position, but I think no one would send their sons to board at Westminster. If they sent them it would be as day boys. Therefore, if you give facilities for day boys coming, you would probably have the number at Westminster much larger.

45. (*Mr. Thompson.*) You mean no one living in London would send his boy to board there?—No; and if he had to send his boy at 8 o'clock in the morning, probably the habits of the present day would not allow him to send him at all.

46. He would probably be the first person up in the house?—Yes.

47. (*Lord Lyttelton.*) When you say you would legislate solely for day boys, but allow boarders to come if they choose, you mean if they choose to come as at St. Paul's and Merchant Taylors', quite extraneously to the administration of the school, without the authorities of the school being in any way responsible for it?—They are under the control of the school at the places you mention. Only certain dames are licensed, or at least permitted by the head master, and the others are taken by the masters themselves.

48. Not at Merchant Taylors'?—Are they not?

49. That is not according to our evidence. I think at St. Paul's, but certainly at Merchant Taylors', we were told that the authorities know nothing about it. If they chose to board near the school of course nobody would object. You refer to it as existing in the constitution and system of the school?—I mean that what you have to do, if you want to make the school available for the largest numbers, is to think of the boys as day boys, and make it convenient, so as to attract boys whose parents live in London or the neighbourhood.

50. Would you provide in the constitution for the houses in which boys might board being put under the regulation of the school authorities?—I think that would be a very desirable thing.

51. (*Mr. Vaughan.*) Is not there a time at both those London schools, in the middle of the day, when the boys are almost like sheep without a shepherd?—Yes, there is an hour at least at St. Paul's; Dr. Kynaston has a dinner at 1 o'clock to which many of the boys go, then they are taken care of and have a room of their own for that hour; but if not they would be running about anywhere. That evil is counteracted at King's College school by their going on *en masse* and stopping at 3 o'clock, and then going home. There is very little space between—I forget how long, but not longer than is necessary for luncheon.

52. (*Lord Clarendon.*) Where did they get their luncheon?—There is a regular college hall there, and dinner for the school at 1 o'clock at a very cheap rate—I think it is 4*l.* a term.

53. For the school?—Yes; the college have a hall dinner at 5 o'clock, I think that is 5*l.* a term, but you will see in the calendar what the exact price is.

54. Those are for day scholars?—Yes; at least there are rooms in college for students of the college, but the majority of the boys in the school live at home.

55. If it breaks up at 3, and there is a dinner at 5, what do they do between?—In the college the lectures are going on, probably, but the school hours are over at 3.

56. That is six hours?—Yes, with about half-an-hour break, I should think, between.

57. What is generally the age of the boys at the school?—I suppose from 10 years old upwards to 18—the same as at a public school. Some go straight from the school to the university, others come into the college for a year or two years, perhaps, and then go to the universities—these leave at 16.

58. (*Sir S. Northcote.*) What is the distinction between the college and the school?—They are quite separate. The system in the college is just like that in the universities—the lectures are very much the same.

59. (*Mr. Thompson.*) Except that they are better attended?—They are very seldom absent, certainly.

60. (*Mr. Twisleton.*) I presume you have no doubt that if a parent has the means it would be desirable for him to send a son to a school in the country?—Yes.

61. But whatever provision there may be made for sending sons to school in the country, is it or is it not the case that there would necessarily be, in a large metropolis, a large class of fathers who from economical motives would wish to send their sons to a town school?—No doubt; and also there may be a class—I daresay there is—who like to have their sons at home a part of the time, and combine the two modes of education.

62. You are acquainted probably with some persons who have expressed those ideas to you?—Yes, no doubt there is a feeling of that kind; I think you must have some schools in London itself. The City of London School, for example, is a school of that kind, and I suppose there are 600 boys there who are the sons entirely of the trading classes.

63. (*Mr. Vaughan.*) Do you think, considering the number of boys at Westminster and the other London schools compared with the number of such schools, there does or does not seem to be a waste of instructional power centred in London?—I should think not, because I should think so many more would

take advantage of that same power if there were opportunities.

64. I mean at present in London; considering the number of schools compared with the number of boys who attend those schools, do you think there is or is not a waste of instructional power?—No, I should think not; they are not over-mastered any one of them.

65. I was speaking of waste with regard to the number of schools rather than with regard to the number of masters?—No, I should think not. I should think London ought to support a great many more schools than it does, if the inhabitants took advantage of them, because I suppose many parents of the trading classes like to send them to private schools away from them in the country.

66. Are not 116, 136, and 153 small numbers to make up the total number of boys in three such well-endowed schools as Westminster, Charterhouse, and St. Paul's?—Yes, too small, but then they might be increased very much indeed, I think; for instance, the numbers at St. Paul's would be doubled if there were double the number of presentations given, only the trustees cannot do it, they have not room for it.

67. (*Mr. Twisleton.*) Then, in the case of Westminster, you think the hours are prejudicial to their having large numbers?—I should think so, certainly. I should think Westminster might be trebled or quadrupled.

68. If the hours were favourable to fathers who wished to send their sons to a school in London?—Yes; and then, again, advantages are confined to a particular class of boys. At these great London schools every boy who enters has a right to the advantages of the foundation; at Westminster they are confined, I think, to the Queen's scholars. At Merchant Taylors' every boy who enters has a right, if he can work his way up to the top in time, to get his scholarship at St. John's.

69. (*Lord Devon.*) It is true that at Westminster those advantages are confined to those on the foundation, but you are probably aware that that foundation is open to anybody who can succeed in the competition?—Yes, but they are obliged to be boarders, they are obliged to live in the place.

70. I think they are not necessarily boarders?—I believe so, if they are on the foundation.

71. (*Mr. Vaughan.*) Are you aware whether the payments for instruction, by the boys or their parents, at Merchant Taylors', used always to be as much as they are at present?—They used to be not so much, but the extra expense now is more—such as teaching arithmetic, mathematics, and so on, which must now be paid extra for. They did not teach them. They only taught Latin and Greek in former days. They have added some additional fees in order to pay arithmetical, mathematical, and French masters.

72. Have you ever made a computation of how much the boys have themselves to pay for their education at Merchant Taylors', and how much the company pays?—No. The boys do not pay more than 10*l.* a year each. I do not know exactly what it is, but certainly it is not more than 10*l.* a year. At St. Paul's they pay nothing.

73. That is in addition to certain other fees, I think, which raise it somewhat above that; for instance, certain fees on their removal from and entrance to each form?—Those fees are very slight, I think. I do not think the total can be more than 10*l.* a year.

74. (*Mr. Twisleton.*) What is the number of boys at King's College School?—I should think about 400 in the two divisions. There are two divisions in the school.

75. Will you explain the two divisions?—In the one division the system is exactly like that of the old public schools; it is a classical school, in fact. In the other there is no Greek taught. Instead of that they have mathematics, French, and German, and so on, to fill up the place that the Greek would occupy.

76. Are there many tradesmen who send their sons to that school?—I should think there would be; I do not know.

77. Have you reason to believe that they are well taught French and German?—I believe they are very well taught.

78. Would a boy who leaves at 18 be able to speak those languages?—I do not know whether English boys ever can do so after leaving school, but at least they would have all the advantages they would have in any other school.

79. (*Lord Clarendon.*) Do you consider that a boy would leave the King's College or the Merchant Taylors' School as well grounded in classics and with as much scholarship as boys from the other great public schools?—I should think fully so.

80. You would say that a boy would go up from King's College well grounded in classics?—Do you mean from the school?

81. I suppose they do not go from the school to the university?—Yes, they do. They go from both, in fact.

82. Then I will ask you from both?—Yes; I have had, I suppose, more than a hundred men who have taken first or second classes at Oxford or Cambridge.

83. From the school and college?—From the college, but many have done so from the school.

84. Do any go straight from the school to the university?—Yes, and they get scholarships there, Balliol scholarships too. It is just the same education as at any other public school.

85. There is not quite the same time devoted to classics as at a public school, and there are other branches of knowledge that are paid more attention to?—Yes; but still I do not think that interferes with their classical proficiency at all, because we have had so many men who have obtained distinctions in it, as you will see by looking at the calendar.

86. (*Mr. Vaughan.*) Have you not had some men who have come very near indeed to obtaining if they have not actually got the Ireland scholarship at the university?—I think it is very likely. I think we have. We have had an immense number of fellows, tutors of Trinity College, Cambridge, and of nearly all the colleges, and two of the censors of Christchurch. In fact, there have been, I should think, more than a hundred whom I have myself had under me, first and second class men and prizemen.

87. (*Lord Clarendon.*) At Oxford?—At both Oxford and Cambridge.

88. (*Mr. Vaughan.*) What Greek and Latin grammars do they learn at King's College School?—I think they have grammars of their own; I think Dr. Major edited them; but they are much like the Eton grammar. In the college we let them use whatever grammar they have been accustomed to. They use Jelf's grammar more than any other.

89. That is a grammar for one who is becoming a mature scholar, is it not?—That is the case. The others would only take the grammars they had been accustomed to use at their schools, as they would at Oxford and Cambridge.

90. Do you happen to know whether the Greek grammar used at the school is written in English or Latin?—It is written in English.

91. Is that found to work well?—I believe it does; I myself prefer the other.

92. On what principle do you prefer the grammar written in Latin?—I think it sticks by a man more; you never forget it.

93. Do you think that a boy, when he learns the language, understands it as well?—I do not suppose he does; but he does not understand any grammar then.

94. Do you think, if a sensible Greek grammar were written in English, that the higher degree of understanding with which he would grasp the language would not compensate him for the loss of that adherence to his mind afterwards which you speak of?—No, indeed I do not. I think it is very useful,

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and in fact the examples stick bychim so well in after life.

95. Do you think it does not produce a bad habit of mind to commit to memory such a sentence as this, "Præsens est thema et fundamentum"?—I never found any disadvantage myself, and I think all our best scholars have gone through that discipline.

96. (*Mr. Twisleton.*) Do not boys interpret that to mean that they deduce all other tenses from the present?—I should think so.

97. They understand it enough for that?—Yes.

98. (*Mr. Vaughan.*) Do you not think there are a great many boys who would long carry that sentence in their mind without attaching any distinct idea to the word "*thema*," or "*fundamentum*"?—I think the moment they understand it they never forget it. I must say that I like the old Eton grammars very much indeed, and I believe they have been at the *fundamentum* of a great deal of our best scholarships.

99. (*Sir S. Northcote.*) Do you think it desirable, if it could be done, to have one elementary grammar in use in all the schools?—I think that would be very important. I think it is very uniform now. Wordsworth's grammar and King Edward the Sixth's grammars are the Eton grammars in reality.

100. (*Lord Devon.*) Are you personally cognizant of the system of King's College School?—No, I have nothing to do with it.

101. As to the two divisions in the school, supposing a boy to be admitted to King's College School, is it open to his parents to decide whether he should go into the one division or the other?—Yes; he may be entered in either.

102. If he is entered in the one division he goes on in the ordinary classical course, with mathematics, I presume?—Yes; but still Greek and Latin form the principal part of his education in the classical school. The other is more of a mixed character. That would be for civil engineers, mercantile men, tradesmen, or men going into the army.

103. If he goes into the other division, Greek is not attended to?—Not at all.

104. But Latin is?—Yes.

105. Are modern languages attended to in both?—Yes; but more so in B division, because there is more time for it. The time that is given to Greek would be given to modern languages.

106. Do modern languages include German as well as French?—Yes.

107. The two divisions, I suppose, have each their first, second, and third class?—Yes.

108. And are, in fact, distinct schools?—Yes, with distinct head-masters.

109. They have no common head, then?—The head-master of the classical school is considered head-master of King's College School; but Mr. Fearnley, who is the second master, is really the head-master of the second division. He would not be interfered with.

110. Is there any other link, or bond of union, or connexion between these two schools, except that they are under Dr. Major?—I think not. They are all under the Principal of King's College, and fall in one groove.

111. They have separate prizes?—Yes.

112. And separate examinations?—Yes, they would be examined separately; whether by the same examiners or not, I do not know.

113. In fact they are almost two distinct schools?—Yes.

114. (*Mr. Twisleton.*) Do you know the proportion in each division?—I think they are very nearly equal. The demand is about the same.

115. Are the persons generally of a different class who require their sons to go into the one and into the other division?—It depends on the object. It depends whether they are going to the universities or to other professions. King's College School is more expensive than Merchant Taylors' or St. Paul's—I should think more than double.

116. As you have been at Merchant Taylors' have you any suggestions to make in reference to Merchant Taylors' School?—No; indeed I think there have been so many improvements gradually taking place, year after year, that scarcely anything remains to be done.

117. (*Mr. Vaughan.*) Do you know from whom those improvements in Merchant Taylors' School have emanated?—I should think principally from Dr. Hessey.

118. From suggestions of his?—Yes. He takes a great deal of pains with it, and is a very able man.

119. (*Lord Lyttelton.*) In fact it is a very good school?—It is, in fact, the best school in London. It is a very good school indeed. The boys do their work remarkably well, and great pains are taken by the masters.

120. (*Mr. Vaughan.*) You have a peculiar source of knowledge as to the state of some of the London schools, have you not, as examiner?—Yes. I have examined at both Merchant Taylors' and St. Paul's for some years, so that I see the work of the boys from year to year, and a great deal of it is due to the teaching. The work is proportioned to their standing in the school, and they gradually improve from form to form. You can see the growth of the boys.

121. (*Mr. Twisleton.*) Have you any suggestions to make with reference to St. Paul's School?—No; it is not my duty to interfere with the internal management of it. I think the system is a very good one.

ANALYSIS OF THE GENERAL EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of the Evidence of each Witness.]

ACLAND, HENRY W., Esq., M.D., page 405.

Is Regius Professor of Medicine at Oxford, also Clinical Professor; was for the year previously Lee's Reader in anatomy, and during the whole period teacher of anatomy and physiology, besides having the exclusive charge of the physiological collection at Christ Church; having moreover been educated at a public school, namely, Harrow, has had means of forming a judgment of the training in physical science of the young men who come to the University; 1–4. The present age is one of transition, and the young are just beginning to appreciate the advantage of scientific study, which Oxford now for the first time holds out; 5–7. The chemical class at Wellington College is going on well; 8. Scientific knowledge is of great use, and it might be stimulated by the Universities requiring proficiency in it; difficult to fix test; at Oxford, on his recommendation, it was made law that to enable any person to pass in science he must pass in physics, chemistry, and general physiology, or two of them; 9–12, and 55–57. Defines "physics" as fundamental to all natural science; 13, 14. Matriculation examinations in natural science at the London University; none such at Oxford; natural science taught in the Schools; 18–23. Scientific studies an important part of mental training; 24, 25. Every thing necessary for scientific progress at Oxford, except the good will of some of the teachers of the classics; the study is voluntary, and he is scarcely prepared to say that he wishes it to be made a part of the curriculum of University education; 26–31. Is unable to state the age at which boys should begin physics and chemistry in the public schools, but thinks it a matter for the individual schoolmasters; knows that many masters are averse to the introduction of physics and chemistry into the schools, but is disposed to think these generally unacquainted with physical science; 32–36. Opinion as to the supplemented plan of teaching science by lecturers' Assistant Masters favourable; thinks science should be compulsory on all at the Schools; gives the reason, and indicates what he wishes to have done, and how he would find the necessary time; 37–42, and 51, *et seq.* Speaking educationally, prefers further time being given to German rather than to science; 43–45, and 66, 67. Is told, however, that time may be found for both; 46. Is apprehensive of the effect of the present system of cramming the boys on the *physique* of coming generations 50 years hence; Dr. Gaisford the late Dean of Christ Church, a most industrious man, was of opinion that no person ought to read more than eight hours a day, and witness is of opinion that, with more of cricket and rackets and less of reading and study, many boys would become at the same time stronger men and better scholars; boys do more work with more play; 39, 47, 48, and 68, 69. Effect of ventilation on the power of attention and prolonged study; 49, 50. In a short time Oxford will remove all difficulty as to the supply of properly qualified teachers of the natural sciences; 51–53. University honours and emoluments and general prospects of teachers; 58–61. Gives a general preference to a resident professor of physical science over the occasional visitors *ab extra*; 54. Growing recognition at Oxford and throughout the country of the importance of the cultivation of science; 55–62. Opinion on the preference to be given to zoology on account of its logical tendency, how far coincident with that of Professor Owen; 30, 31, and 64, 65. Anticipated result of the introduction of science into the public schools and Universities on the medical profession; 69–71, and 78–80. At Oxford the number who go out in mathematic is four times that of those who go out in physical science, but then the mathematical school is as old as the classical, and the natural science school has only been introduced during the last eight or 10 years, and then under great difficulties; besides which there is a rush to the mathematical school by the passmen owing to a prevalent notion that this school involves the least amount of work; the natural science men are of equal intellectual calibre with those eminent in other pursuits; 72–77.

AIRY, GEORGE BIDDELL, Esq., F.R.S., page 401.

Has been Astronomer Royal 27 years, is a Fellow of the Royal Society and the Royal Astronomical Society, and is also connected with other scientific institutions; 1—4. Is of opinion that the preparation at schools for the Universities, with the exception of Latin and Greek, is very imperfect, on scientific subjects it is almost nothing; 5–9, and 17–19. The scientific education at Cambridge is almost confined to pure mathematics and bears the impress of the examiners, who are generally young Masters of Arts, their mathematics being those of speculative men who know very little of practical science as pursued out of the Universities; the teaching at Cambridge of what is taught is exceedingly good; 10–18, and 49–53. Would like to see freshmen have a good deal of the mechanism of mathematics, in which he would include algebra as a very important element of minor training; 19, *et seq.* Shown a book describing the requirements of the London University matriculation examination, expresses his opinion that they are far too high for a boy of 16 or 17; 25–29. Describes the mathematics proper for a boy of 18 to have learned on leaving school; arithmetic and algebra should be pretty well taught, including quadratics, scarcely one book of Euclid, trigonometry, a general knowledge of mechanics and hydrostatics, but not conic sections, but this limited list of subjects should be fully learned; he would also require a general aquaintance with several physical subjects such as electricity and chemistry; 30–40, and 55–57. Doubts whether the mind of such a boy is powerful enough to grasp the sciences of classification such as zoology and botany; 41–46. If a boy had a good deal of his time taken up with a number of the "ologies" his mind might be drawn off from the severer work of the classics; 47, 48. The applied mathematics taught in Germany with much more effect than in England and France; the German and English Universities compared; the Germans cannot understand the importance we attach in England to the social education of the University as distinguished from the book learning; 54–63. So, with regard to our public schools; illustrative anecdote; 67–77. In pure mathematics England stands very well; 64–66. It would not be incompatible with social education to give good instruction; thinks the mechanism of mathematics can be learned in school, also algebra, but not the demonstrations of geometry; 78, 79. The mathematics that he would like to have taught in schools during four or five years would require only an hour or two a week; anecdote in illustration; 80–84. As three or four hours a week are at present devoted to these subjects, without producing the required result, there is probably something defective in the mode of teaching; 85–87. Has an impression that the Woolwich examination is pitched too high; 88–91. There is nothing to prevent a boy going to the University with the amount of knowledge indicated, from obtaining a place among the first six wranglers, or even being a senior wrangler; 92–94. Value of knowledge, extra school training, and thinks that an exhibition of some of the most remarkable physical sciences in the schools would be generally useful, although only a slight knowledge might be obtained of them; 95–100. Cannot express the great importance which he attaches to the classics, and would not on any account disturb classical learning as the basis of English education at our great public schools, but sees no difficulty but rather great advantage in superadding mathematics and good scientific knowledge; 101–105.

BROWNE, Rev. R. W., Archdeacon of Bath, page 412.

Was educated at Merchant Taylors' for 9½ years, has since been Professor of Classical Literature at King's College 27 years; examines the School annually with his colleagues for the prizes; and also those scholars who are candidates for St. John's, Oxford; 1–6. Asked his opinion as to the requirements of a good London school, he replies that London schools labour under a great disadvantage, because in the country the boys are better physically and brighter intellectually, while their fancy and imagination are more cultivated than in London; but a London school must be principally a day school, the boys living at home with their parents, and having to come to school often by rail from distances up to 10 miles necessitates that the School should commence later than is usual at public schools, the time at St. Paul's being nine and at Merchant Taylors' a quarter later; with the exception that the playgrounds are necessarily absent, the boys going only occasionally to the Kennington Oval cricket ground, those schools fulfil the conditions of good London schools; the boys receive a good education, and the best have distinguished themselves at the Universities; the day boys, however, lose the advantage of self-education by mixing with each other out of school hours, because after school hours they separate and go home; 7–10. Knows that the question of the removal of Westminster and St. Paul's schools into the country has been mooted; thinks the removal would be advantageous, excepting that the present localities would be deprived of the benefits of the day schools; 11, 12, 15–56, and 60–70. The boys educated at St. Paul's and Merchant Taylors' are almost all sons of professional men, clergymen, barristers, lawyers, mercantile men, military men, clerks in public offices, with a few sons of tradesmen, the greater part living in or near London; the boarders who live with the dames and masters are incon-

GENERAL EVIDENCE.

BROWN, Rev. R. W., Archdeacon of Bath—*cont.*

siderable in number, perhaps not exceeding one-fifth of the whole; 13, 14. The effect of the removal to the country would be to deprive the boys of their present advantages, unless the governors or conductors would pay part of the expense of boarding them; 15. Is satisfied with the improvements in education already made, and is unable to suggest anything in addition; 16, and 116–121. Advantages and disadvantages of the early and late opening of the London schools; 16–23. Numbers of boys at the public day schools; 24–26. The great value of the site of St. Paul's might meet the expense of removal, and the estates enable the Masters to pay a portion of the boarding; the cases of Marlborough, King's College, Dulwich, &c.; want of playgrounds in London generally; the subject of removal pursued at length, including boarding-house arrangements, and the present practices as to the day-boys' luncheons and dinners, early and late school hours; 27–56. Age of the boys at King's College, and the lectures there; 57–59. Expenses of education in some of the metropolitan schools; 72, 73. King's College School described; there is the classical school, and another where mathematics, modern languages, &c. are substituted for Greek; 74–78, and 100–115. Boys from King's College and Merchant Taylors' are as well grounded in scholarship as boys from other schools; 79–87. Grammars used at King's College; opinion as to the desirability of a Greek grammar for English boys being written in Latin or English; 88–99. Thinks St. Paul's School a good schoool, and has no suggestion to offer for its improvement; 120, 121.

CARPENTER, W. B., Esq., M.D., F.R.S., page 363.

Has been registrar of the London University six years; is also a member of the Council of the Royal Society; 1–3. Books he has written; 53–56. Describes in detail the extent of the elementary knowledge of the physical sciences required for matriculation at the London University; 4–7. There are, three faculties in the University,—arts, science, and medicine —but the same entrance examination is required of every candidate whatever his ultimate destination; 7, 8. Modifications in the examinations; 42–44. The number of candidates is increasing; last year the number was about 480, of which number two-thirds passed and one-third were rejected; 45–48. The rejections in science were about on an average with those in classics, mathematics, and other subjects; 49–53. Few of the candidates come from Eton, Harrow, or Rugby, a good many come from Marlborough College, but most come from the proprietary and private schools, and they are generally prepared to pass the matriculation examination in science as well as in other matters; 9, 11. Is aware that in some of the schools, *i.e.*, University College School, there are regular courses of instruction in science to prepare for the University matriculation, but cannot speak with certainty as to the general body of proprietary schools; 12, 13. The matriculation examinations in classics at Oxford and Cambridge vary in the different colleges, it being very slight in some while at Balliol it is very severe; at the London University the matriculation examinations are as severe as the senior middle-class examinations of Oxford and Cambridge; 14–19. High character of the London University medical graduates; 20, 21. Physical science trains a class of mental faculties left untouched by both classics and mathematics; conceding the importance of both classical and mathematical discipline, he knows from experience that the want of scientific and mental training is the source of a vast amount of prevalent misconception among men of high literary cultivation and high mathematical attainments, especially with regard to the value of testimony regarding the reputed phenomena of mesmerism, spiritualism, &c.; 22–24. Is in favour of commencing with scientific teaching at an early age; a boy of 10 is capable of understanding a very large portion of natural philosophy; from his own experience believes that this does not militate against the sustained attention required by the classics and mathematics; 25–32, 63, 64, 75, *et seq.* Believes that the time devoted to classics at an early age may be advantageously diminished; has seen instances in which boys beginning early had no classical attainments beyond those of boys commencing late; gives an instance in one of his own sons. The beauties of a classic author cannot be understood at an early age; 33–41, 67, 68, 73–74, 88, *et seq.* Values highly a philosophical study of language; one does not know the value of language till he has tried to express his thoughts in a language other than his vernacular; 36–41. With respect to himself, states that his own taste for science was awakened at school at an early age, when great curiosity exists as to external objects; 54–57, and 69, 70. Observed at school that while some boys showed an aptitude for classics, others showed a similar aptitude for mathematics, others again for physical science; thinks it an evil that a boy should be obliged to devote most of his time to a subject which he dislikes to the neglect of that for which he has an aptitude; family instances; 58–62. Thinks the mental faculties are more apt for early exercise on natural science than upon grammar and mathematics, since it is easier to fix a child's attention on what it sees than upon an abstraction; consequently regards the natural sciences as the best subjects for the earliest mental training; 65–57, and 69, 70. Physiology taught later; 75, *et seq.* A mixture of physical

CARPENTER, W. B., Esq., M.D., F.R.S.—*cont.*

science with literary studies beneficial to both; no mental training can be adequate that is one sided, and all experience shows that a change of studies is a positive refreshment to the mind; 81–86. Much inquiry is going on with regard to the number of hours which can be healthfully employed on study in the National and British schools, and there is a general conviction that the maximum time is four hours; but in that case a child of an educated stock, with an inherited aptitude for intellectual pursuits, might work eight hours; 82–87. Questioned whether a boy beginning science at a late period of life might not make up for lost time as well as a boy beginning late at classics, the witness replies in the affirmative, but adds that the natural period for commencing studies should be according to the development of the faculties, and is quite certain that the faculties of observation are developed before those of reasoning; 88–93, and 104, 105. The subject pursued; 96, *et seq.* Curious instance of the effect of the Eton strictly classical system during the pre-mathematical period, in the case of a young man who did not know enough of the multiplication table to find the price of several pairs of stockings which he had purchased, except by adding the price of the first to that of the second and the total to that of the third, &c.; 98–100. A recommendation of the Council of the Royal Society in 1857 since carried out in the establishment of the Department of Science and Art; 106. Is fully aware that at our public schools the professed object is to train the mind; some of the schools consider that they adopt the best possible means to that end by the study of classics and mathematics, but the exclusion of science prevents the development of faculties not touched by classics and mathematics, and which consequently lie dormant; 107–111. Repeats that too much time is devoted in the public schools at an early age to the classics; and if this were diminished the pronunciation of modern languages might be more attended to among the younger boys with great advantage; 112–113.

FARADAY, MICHAEL, Esq., F.R.S., page 375.

Was for 20 years lecturer on chemistry at Woolwich for the Government; is one of the originally nominated senate of the London University; has been in the habit of lecturing at the Royal Institution for many years; also of giving juvenile lectures; 1–5. Not being an educated man, according to the usual phraseology, and therefore not being able to make a comparison between languages and natural knowledge, but regarding it only as a means of conveying thought, thinks that the fact of conveying knowledge of the physical sciences which has been so abundantly given to the world during the last 50 years should not be conveyed to the young in public schools a matter so strange that he finds it difficult to understand it; 6. Habit and prejudice arising from pre-existing conditions are the causes; 9. The opposition, however, is breaking away; there are good, strong-minded, willing men at work to promote education in these things; they are knocking, there is a prospect of the door being opened, and it must be opened, or England will stand behind other nations in the mode of education; 6, 11. Gives instances, in connexion with the lighthouses of England and France, of the superiority of the French common man over the English; the ordinary intelligent workman so common in France can hardly be found in England; 12–23. Hands in a lecture delivered at the Royal Institution before Prince Albert, in 1855, on the subject; 18. Mathematical and classical attainments spoken of; 24–26. "Training the mind" is an indefinite phrase; the highly educated men are those who are continually asking simple questions in chemistry or mechanics, and showing themselves as far from the power of judging of these things as if their minds had never been trained; they require to learn the A B C of science as much as or more than children; exclusive attention to literary studies seems to create a tendency to regard other things as nonsense, or belonging exclusively to the artizan, so that the mind gets to run in a particular groove, from which it does not easily extricate itself, and is really injured for the reception of real knowledge. Who are the men whose powers are really developed, who made the electric telegraph, the steam engine, and the railroad? Not the men who had been taught Latin and Greek; the Stephensons had that knowledge which has been habitually neglected in the public schools and been pushed down below; 27–31, 55–57, and 74, *et seq.* Asked how he would effect the changes he considers desirable in our system of education, says he finds it difficult to reply; it requires a good man of business, a man educated as to method, and with a knowledge of all things needful in good education, so to arrange, as in the University of London, that a large knowledge of things in general being required on matriculation, the literary man, the physical man, the medical man, and other classes should, as soon as possible, separate and go to their own special kinds of education; 32–39. Boys might begin to learn physical science very early if there were competent teachers, a class to be yet created, but might be done without difficulty by encouraging natural knowledge at first gradually introducing it into education; 40, 41, and 46, 47. Unable, from want of knowledge, to compare the training power of classical with physical instruction, he yet thinks it nothing can be so competent to make a young mind think, and logically too, as the action of natural laws; 42–45, and 55–57. Supposing physical science were introduced, say at Eton, he wo

FARADAY, MICHAEL, Esq., F.R.S.—*cont.*

teach all boys of ordinary intelligence, and 11 years of age, all those things that come before classics at the London University, namely, mechanics, hydrostatics, hydraulics, pneumatics, acoustics, and optics; 48–50, *et seq.*, 68, *et seq.* Mode of teaching natural science; 51–54, *et seq.*, and 67, *et seq.* Time he would devote to it, speaking very generally, would be about one-fifth of the whole time devoted to the studies of the school; 58, *et seq.* In half a century probably more time still will be given to natural science; 66. Reverting to the subject of classical training and its effect, the witness states that men of high education come to him and talk about mesmerism, table turning, flying through the air, and so on, notwithstanding their classical training; the system of education that can leave the mental condition of the public body in this state must have been greatly deficient in some important principle; and nothing, he believes, but a knowledge of natural laws and natural science will ever clear their minds from those most absurd inconsistencies; 75. The study of the physical sciences would not only last through the period of school years, but, like education generally, would never be exhausted; proficiency could be tested by examinations; 76–81. The classics as connected with scientific nomenclature; 82–91.

HOOKER, J., Esq., M.D., F.R.S., page 382.

Was educated at the High School, Glasgow; 55–59. Is Fellow of the Royal Society, Assistant Director of the Botanical Gardens at Kew, and author of "*Travels in the Himalaya*;" 1–3. During the last 20 years hardly a day has passed without his hearing expressions of regret, personally and by letter, from members of the upper and middle classes, of their ignorance of botany; the letters chiefly relate to the use of fibres for yarns and paper, and indicate great scientific ignorance; 4–10. Has considered the neglect of this important study a matter of national regret; 12. Has turned attention to the possibility of teaching botany to boys at School in classes, and feels that it might be done, and the present deficiency easily remedied; 13. Professor Henslow, his late father-in-law, professor of botany at Cambridge, introduced botany into the lowest possible class of schools, one for village labourers' children in Suffolk, from 8 to 12 years of age; details of the school; no difficulty experienced; the experiment completely successful; Professor Henslow was of opinion that the study of botany had considerable effect in the general development of the children's mind; such was also the opinion of some of the inspectors of schools; 14–32, and 67–69. Practical result of this teaching on the village girls in after life; 98–99. In the case of medical education has remarked the beneficial effects of learning sciences of observation as a training of the mind; 33, 34. Thinks mathematical training rather than classical produces a tendency to receive other knowledge; 35. Does not say that classical training is not beneficial, but would place the classics lowest, mathematics next, natural history first, because a child of eight or nine can with pleasure and profit begin natural history when mathematics would injure the mind, and, further, is applicable to minds without capacity for mathematics, at a time, moreover, when learning a language might be irksome; 36–39. Medical students scarcely ever bring any physical science from the schools; the want is much felt in the profession; the botany and chemistry required by the medical man might be as easily obtained at school as while passing through his medical curriculum; that it has not been so obtained is a prevalent matter of regret; he never knew them regret their classics or their mathematics, quite the contrary; but they do regret very much that their faculties have not been trained to habits of observation, so necessary for them in going round the hospitals; 40–47. A general feeling prevails amongst them that the study of physical science, especially botany, might have been added to the other studies without injuring them; while conducting for several years the army medical examination for the East India Company's service, the majority of the questions not answered by the candidates were such as would have been answered by the children in Professor Henslow's village school; moreover, in most of our medical schools botany is very imperfectly taught; 48–54. A strong appreciation of the value of classics and mathematics in medical education is universal in the profession; 60–66. Opinion that botany might be taught nearly as well in London as in the country; Professor Henslow's opinions and books relative to botany as applied to education; 67–80. Botany less popular than chemistry, owing to the brilliancy of chemical experiments; 73, 74, and 80–87. Thinks it a great hardship that a school boy having faculties of a particular kind, such as an aptitude for the natural sciences, should have those faculties wholly neglected; it would be morally injurious to him to be regarded as stupid because he had no talent for languages; the same boy, with an opportunity of cultivating the natural sciences, would be likely to become a useful member of society; 88–91. Thinks there should be more of variety in the education of children, more of concentration in the studies of after life; did not lecture on this subject to the royal children, but accompanied his father-in-law, Professor Henslow, who did; Prince Albert was strongly in favour of making acquaintance with natural science part of the education of boys, and expressed his regret at its neglect in England; 92–97. Has had a medical education, and is

HOOKER, J., Esq., M.D., F.R.S.—*cont.*

incidentally acquainted with the medical profession; believes that very few of the medical profession have been to the English Universities, and not many to the great public schools such as Eton and Harrow; 100–104. The classics, however, are not going out of use in the profession; the classical examination is more strict than it was 20 years ago; the classics have increased in value, more probably for the sake of the discipline and the proof it gives of mental culture than for the sake of the medical literature in the classic languages, as all that has been written by famous anatomists and physiologists has long been embodied in the vernacular of the chief European languages; 105–112. Cannot say whether superadding the physical sciences to the valued languages in the public schools would attract thither more of those who intend to resort to the public schools; as a general rule, the profession is recruited from the middle and lower classes, who do not send their sons to the public schools, owing probably to the great expense, which the parents cannot bear in addition to the after special training required for the profession; 113, 114, 120, 121 and 125, *et seq.* The reasons why the upper and upper middle classes do not send their sons into the profession are difficult to define: the position of a medical man in the public service ranks too low, he cannot rise as others rise, he is put behind in every way, in the brevets he is mentioned in a separate class and after the executive officers; again, many persons are disinclined to hospital practice and to anatomy and dissection; 122. Chemistry is more needed in medical education than botany; physiology and anatomy infinitely more so, in fact, essential; botany chiefly valuable for the training it gives to the powers of observation; a medical man is not a herbalist as he used to be; all the physical sciences minister in some way to the medical profession; the best medical degrees demand an elementary knowledge of every one; the London University degrees demand all, except, perhaps, applied mechanics; 115–119. Cheap medical colleges at St. Bartholomew's and Birmingham mentioned; 124. Physicians proper are a very small body; very few men are educated as physicians proper; that is owing to the higher education of what may be called the lower parts of the profession, and because general practitioners are more in demand than physicians; a good general practitioner ought to know all the physician knows, *plus* the surgery; 125–127. The medical degrees of the London University are very highly valued, because the examinations are strict; they are a pledge of previous acquirements in various directions; they demand for matriculation a thorough education, including Latin, Greek, and mathematics.

LYELL, SIR CHARLES, F.R.S., page 370.

Took honours at Oxford, and received a Doctor's degree seven years ago; is a Fellow of the Royal Society, and the author of several works on geology and of "*Travels in North America*;" 1–6. Physical sciences in this country seem to have been ignored; there has been a move of late in the Universities to restore them somewhat to the place they formerly held when the sciences were much less advanced, but when in proportion to what was then known they held a very fair position; within the last 200 years they have been deprived of their proper position; the public schools being modelled to a great extent on the system of the Universities, in order to obtain their prizes and honours, the sciences have been neglected also in the schools, even where the boys are educated up to the age of 17 or 18; in that period progress in science has been more and more acquiring importance, theoretically and practically, but science has been more and more excluded from the teaching of the higher classes of the country; 7, 8. Although a large proportion of the boys at the larger schools do not go to the Universities, the system of teaching is planned as if they did; in fact the object of the schools is to teach just what is required at the University matriculation examination, and the boys are deprived of the advantage of the mental training of the sciences (represented even by any one of them) which the classical languages do not furnish; 8. The masters having no knowledge of the sciences and natural history are prejudiced against them and slight them; besides this they are unable to teach them; as physics and natural history have developed, the school and University system have become restricted from there being fewer people to teach them; has treated the decline of scientific teaching historically in his first "*Travels in America*;" the majority of boys at the great public schools are sacrificed to the minority who go to the Universities; 9–16. Wishes natural philosophy and chemistry introduced into the matriculation examinations at the Universities of Oxford and Cambridge, as they are at the University of London; 17–19. Would not expect the knowledge of these sciences to be more than elementary; it would be of immense importance that the subjects should be thus recognized; 20, 21. He would have the sciences introduced into the schools without in the least disparaging the present studies, and knowing the difficulty of the introduction he would be satisfied with a very moderate amount of science to begin with; 22–26, and 38–42. Mode of teaching the sciences; 11, and 27–29. Science, as a mental training, better than classics and mathematics; 29–33. Would leave to the Universities a portion of the Greek and Latin now done in

GENERAL EVIDENCE.

LYELL, Sir CHARLES, F.R.S.—*cont.*

the schools, and devote the school-time thus gained to teaching science; 30. The best mode of commencing education is probably the present, namely, with the ancient languages, but he would begin early with science; the faculties of observation ripen earlier than the power of reasoning; and the connexion of the names of animals and plants in learning Latin has a surprising effect in helping the memory; 34–37. Believes that the purely literary pursuits and the literature of the country would receive benefit by a degree of scientific education and instruction being given in the public schools and the Universities in conjunction with literary education; instances Hallam; so much of science is now scattered through the literature of Europe that the literature can not be understood without some scientific knowledge; 44. More physical science taught in Germany than in England; 49, 50. The German gymnasia the causes of this; a separate teacher of science in the little town of Eisenach; 51–58. Does not find that this superior education in science leads to a corresponding superiority in the educated classes of Germany over the educated classes of England, but this he attributes to our political freedom; among the literary men the advantage of the superiority of education is found; also among the clergy; 55–61. Opinion as to connexion between education in classics or in science with liberty or absolutism; 84–96. Before the formation of the School of Mines, in Jermyn Street, there was great difficulty in obtaining in England the assistance of men practically educated, and resort to Scotland and Germany for a geological surveyor was frequent; 62–64. The institutions in Jermyn Street and South Kensington have provided facilities for instruction in practical science, but that has hitherto told little on general education; the public schools are not places where this instruction should be given, but if the elements of science were not wholly neglected at school there would be more educated men to go into the scientific departments, and the mining superintendents would be drawn from a higher class, as is now the case in Germany, where Count Brenner in Austria and Count Beust in Prussia are devoted to mining, and consider it an honourable profession; 63–66 and 69, 70. Approves the system of "bifurcation;" 67, 68. Men are now allowed to go up at Oxford for honours in the physical sciences; if, combined with this, instruction in science were given in the schools, the men who obtain the prizes would be likely to compete for such offices as he had just named, geological surveyors and superintendents; 71–76. The sale of a scientific work is larger among the middle classes of the manufacturing districts than the clergy and country gentlemen of the agricultural districts, and on account of the present distress in Lancashire a publisher would say, "Do not bring out your book just now;" politically it is a dangerous state of things that the material world should be much better known by the middle than by the upper classes; thinks it specially desirable that the clergy should be taught science; 77–81. Asked whether if the upper classes in acquiring a greater amount of knowledge of the physical world were to lose their literary and intellectual superiority, they might not endanger their pre-eminence as much in one way as they would gain it in the other, the witness replies that at present, by narrowing the number of subjects taught, a boy is prevented from learning that for which he has an aptitude, and that after he leaves school he forgets that which has been forced upon him, the result of which is that he obtains the advantage of neither; 82, 83.

MÜLLER, MAX, Esq., M.A., page 394.

Has been Taylorian Professor of modern languages and literature at the University of Oxford about eight years; in that capacity has been examiner for the University scholarships in modern languages; has also been examiner for the Indian Civil and Military Services; 1–3. Gives lectures every term on the literature of Germany and France, and comparative grammar, or the science of language; 4–6. Ever since the throwing open of the Royal Artillery and the Indian Civil Service to public competition, there has been a growing improvement in the boys' acquirements in French and German, altogether satisfactory considering how little time is devoted to them at the public schools; is unable to state specifically the improvement in this respect in the nine schools the subject of the inquiry; believes that the boys who carry off the Oxford scholarship at the Taylor institution are almost without exception sons of foreign parents, or boys who have had other special advantages, such as living abroad, or being the sons of ambassadors; 7–19. Scarcely a boy comes to him unable to read an easy French or German writer; 20. From 3 to 50 boys attend his lectures, from 200 to 240 come before him in the examinations yearly, he also examines the cadets at the Royal Military academies at Woolwich and Sandhurst, and has there had an opportunity of knowing the acquirements of the sons of the gentlemen of England in those languages during the last eight years; 20–23. His general impression is that half the successful candidates at Woolwich come from the great public schools, including Marlborough; 24–26. The improvement in the knowledge of German and French which he mentions is in the grammatical knowledge of the languages, ability to translate an easy book into English, and in writing those languages with some degree of

MULLER, MAX, Esq., M.A.—*cont.*

fluency; 27–30. Fluency in speaking is never acquired at public schools, it is always traceable to extraneous sources; 31, 32, 151, 152. Conversational classes failures at home and and abroad; 33–37, 41, 42, and 149, *et seq.* Accent; 43–47, 78, *et seq.*, and 132–135. All that a boy taught only in school can acquire is an ability to read easy prose and verse for his amusement or instruction; 38–40, 77, and 107–110. Most of the Oxford men are able to read an easy French book; 48, 49. And try to learn German; 158. Time would be saved by teaching Latin and French together; 50, 51, 53, 95–98, and 100–106. The two languages assist each other; 95–98 and 125–127. Similar thing attempted in France; 52–55. French school books good; 84–86, 94. May be used in teaching other things than the language; 94–99. Mode in which French should be taught in the public schools; would have an English Classical Master knowing French to teach, aided by a French Assistant Master; 57–62, 132, *et seq.* The English Master would know what the boys knew in Latin, and would best maintain discipline; 58–60, 132, *et seq.* And leave pronunciation and idoms to the French Assistant Master; 61, 62. What applies to French in the main applies also to German; 63, *et seq.* No difficulty in finding proper French and German Assistant Masters; 66–68, and 128–131. Time for foreign languages, considering the other important matters of education, could scarcely be more than two hours; 69–76. French ought to be commenced early, before the boys come to school, if not in the nursery; 79–84, and 99. No difficulty in keeping it up at school; 91–93. There might be private lessons; 145 and 150, *et seq.* Thinks the English are equal to the Germans in the capacity of acquiring modern languages; 111–114. There are more Germans speaking tolerable English than English speaking tolerable German, but that applies not to school boys but to grown up people; it is more for the interest of Germans to learn English than for English to learn German; 115, 116. French more known in Germany than in England; 117, *et seq.* The French and German classes at Oxford are increasing; 153, *et seq.* Good scholars prefer German because it opens to them a vast literature; 154. Many undergraduates learn German who afterwards become clergymen; 157. Learning German is to some extent connected with the study of theology; has been told by German booksellers that many of the German theological books sell better in England than in Germany; few of the men on either side who take an interest in theological matters are unable to read German; Dr. Pusey and Professor Jowett are excellent German scholars; 161–164. The study of Italian is increasing at Oxford; 153 and 165. There are teachers of German, French, Italian, and Spanish; 153. Assuming that the scientific study of language is of great importance in early education, agrees that language is best studied in Greek and Latin; being dead languages they are complete and definite; 89, 90. Would not say that the study of classical philology is diminishing in importance, but classical scholarship does not hold the place it ought to do and used to do; the "double-school" system at Oxford has injuriously affected the study of Greek and Latin, and he hopes it will soon be repealed, at least in the case of classics; Frederick the Great, one of the greatest admirers of French, once said, "Whatever you do, do not let a boy grow up without "knowing Latin"; 166, 167. Goethe, spite of his partiality for physical science, would have begrudged every hour taken from Greek and Latin in the education of boys at school; 168.

OWEN, RICHARD, Esq., F.R.S., page 387.

Is a Fellow of the Royal Society, Superintendent of the zoological, geological, and mineralogical departments of the British Museum, and author of works on comparative anatomy, paleontology, and kindred subjects; 1–4. Has long felt a great desire to see the great public schools, to which the sons of the territorial and wealthy families of England are sent, possess the means of learning the elements and methods of natural history, either in botany or zoology, or both, which they do not at present possess; 5, 6. The upper classes appear to be the least acquainted with these subjects, especially with their use in disciplining the mind; alludes particularly to the absence of instruction in these matters at the public schools; 7, 8. Grammar and classics, arithmetic and geometry, may be most important disciplinary studies, but they fail to bring out faculties of order and method, which natural history science most tends to improve, namely accurate observation and classification of facts; the present system of education, besides exercising the memory and imagination, sharpens the memory and imagination, sharpens the mental powers for rigid deduction of consequences, as by geometry and mathematics, and for close conformity of word with idea and the whole faculty of word-fighting, as by logic, and he would not claim for natural history more than its due as an elementary training science, benefiting and improving the mind for accurate observation and bringing out the faculties of classification, order, and method; of the latter he gives some instances by sketching an outline of natural history classification; 9–11 and 49–54. Having studied the difficulties attendant on the introduction of what is needed by way of reform, thinks that the chief improvement might be made if every boy of the proper age were compelled to

OWEN, RICHARD, Esq., F.R.S.—*cont.*

course of lectures, one hour a week for six months, on natural history, embracing zoology, botany, and mineralogy, branching off in the two former into anatomy, omitting geology as too complex, and specially regarding botany; without foreseeing the ultimate demand he would be contented with this as an experimental beginning; 12–15, and 42, *et seq.* Additional time, perhaps half an hour a week, out of school might necessarily be spent in reading a class book on the subject; 68–74. Mode of arranging the lectures in a large school; 50 in a class; lectures on natural science before the Royal children; 42–46. Would not have the same teacher undertake more than one branch of natural science, but different branches of natural history, such as zoology and botany, might be taken by one; 57, 58. Subject of teachers pursued; 59, *et seq.* He would test the effect of the lectures on the boys, and make the attendance on these lectures a part of the curriculum of the school, as if left voluntary or as an extra the lectures might be no improvement; 16–19. The attendance of a well qualified teacher, during such period as might be most convenient, would probably be sufficient without a resident professor of natural history; 20, 21, 59 *et seq.*, and 114, 115. Conceives this would be an advantageous mental training of which the schools are at present deficient; 22–24. Knows little of proprietary or other large private schools; believes, however, that some progress with natural history has been made in them, but at King's College University College, a considerable amount of elementary knowledge in physical science is required before matriculation, which implies that it has been taught in the schools supplying the students; 25–28. Having communicated with the masters of the different public schools on the subjects, has found no indisposition to recognize the importance of natural history and physical science, but a want of appreciation of its value as a training instrument, and the difficulty appears to be how to find time to fit it to the system now in operation; the proposed addition to it; 29–33. Thinks, however, that need not be a ground of objection; 34. The "proper age" might be 15 or 16; would not apply the proposed teaching to boys much under that age; reminded that other witnesses have proposed a lower age, says he has had no experience in teaching except of adults; 35–37. Thinks 15 would be a good age to begin, but apprehends no danger from beginning earlier; 40–47. Regards chemistry with less favour than natural history as a mental training; would place modern language in the first order of importance, natural

OWEN, RICHARD, Esq., F.R.S.—*cont.*

history next, chemistry last; astronomy and mechanics are already in part provided for in the illustrations of geometrical and algebraical teaching; 38, 39. Chemistry; 38, 48–54, and 80–83. Knows nothing of the system of bifurcation, but it seems a good one; 55, 56. Sir Joseph Banks as an illustration; 51. Has observed at school and in after life three distinct types of mind, some with a predominant turn for languages, others for mathematics, and others for natural sciences; taking a school like Eton, with 800 boys, there must be many boys with a turn for science, and it is not only a great hardship but an injury to make them remain there till 18 years of age without receiving any instruction on the subjects for which they have an aptitude; has heard complaints by Eton men, who have afterwards under disadvantage and difficulty followed their bias in favour of science, that they had no opportunity at school of learning the elements of natural history; 85–87. At first there might be difficulty in getting teachers in natural history for the principal public schools; at present, owing to the want of teachers, naturalists are all naturalists by accident; the subject pursued; 59, *et seq.* Approves of beginning with the sciences of observation and ending with those of experiment; a boy might be taught botany at 12 or 13, and this would sharpen his faculties and prepare him to study zoology; boys in the German gymnasia begin at from 10 to 13; 75–79. Sciences are progressive, but their principles are as fixed as those of mathematics; illustrations embracing Linnæus, Ray, Aristotle, and Cuvier; not to teach till the sciences could undergo no change in form would be to wait till the termination of our existence as a species; for the purposes of elementary instruction and mental discipline, the natural sciences are as good as they will perhaps be 10,000 years hence; 88–98. There are other advantages to be derived from the study of natural history besides its effect as an instrument of mental training; it largely illustrates the teleological principle, or the adaptation of means to ends, the appreciation of causes and effects; 99–103. Ignorance of the physiological structure of the human frame is the basis of the success of the empiric; 104. The practical teachings of physiology concur with the teaching of morality as to the effect of temperance and chastity; 105–111. Opinions of Mr. J. B. Jukes, (Local director of the Geological Survey of Ireland) and Baron Cuvier in favour of the study of the natural sciences as an instrument of mental culture; 116.

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E.	stands for	Eton.	M. T.	stands for	Merchant Taylors'.
Win.	„	Winchester.	H.	„	Harrow.
West.	„	Westminster.	R.	„	Rugby.
Ch.	„	Charterhouse.	Sh.	„	Shrewsbury.
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